DOCUMENT RESUME

ED 399 303 TM 025 961

AUTHOR	Pratt, Daniel J.; And Others
TITLE	Beginning Postsecondary Students Longitudinal Study Second Follow-up (BPS:90/94) Final Technical Report.
INSTITUTION	Abt Associates, Inc., Bethesda, MD.; Research Triangle Inst., Durham, N.C.
SPONS AGENCY	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	ISBN-0-16-048649-1; NCES-96-153
PUB DATE	May 96
NOTE	402p.
AVAILABLE FROM	U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	College Students; *Data Collection; Estimation (Mathematics); Followup Studies; *Higher Education; *National Surveys; *Research Methodology; Sample Size; *Sampling; Telephone Surveys
IDENTIFIERS	*Beginning Postsecondary Students Long Study; Weighting (Statistical)

ABSTRACT

This document provides a summary and evaluation of the methodological procedures and results of the full-scale implementation of the Beginning Postsecondary Student Longitudinal Study Second Follow-up, 1990-94 (BPS:90/94). The study was conducted for the National Center for Education Statistics by Research Triangle Institute with the assistance of Abt Associations and Management Planning Research Associates. BPS:90/94 involved locating and computer-assisted telephone interviewing of a sample of individuals identified initially in the 1990 National Postsecondary Student Aid Study. An introductory chapter provides a brief overview of the background, purposes, and scheduled projects of the BPS:90/94 full-scale study. Chapter 2 describes the design and method of the study, including sample design, respondent locating, data collection, and design of the operating control system. Chapter 3 presents the results of the locating and data collection, and Chapter 4 evaluates the quality of the data collected. The final three chapters present issues related to the construction of the study data file, sample weighting, and estimation techniques. Six appendixes describe the survey review panel membership and present student prenotification materials, the interview instruments, data collection materials, supplemental analytic results, and the variables used for design effects tables. (Contains 13 figures and 55 tables.) (SLD)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED 399 303

NATIONAL CENTER FOR EDUCATION STATISTICS

Technical Report **May 1996**

Beginning Postsecondary Students Longitudinal Study Second Follow-up (BPS:90/94) Final Technical Report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

TM 025 961

U.S. Department of Education
Office of Educational Research and Improvement NCES 96-153

NATIONAL CENTER FOR EDUCATION STATISTICS

Technical Report May 1996

Beginning Postsecondary Students Longitudinal Study Second Follow-up (BPS:90/94) Final Technical Report

BPS

Daniel J. Pratt
Roy W. Whitmore
Jennifer S. Wine
Karen M. Blackwell
Barbara H. Forsyth
Timothy K. Smith
Elizabeth A. Becker
Research Triangle Institute

Kurt J. Veith
Marisa Mitchell
Geoffrey D. Borman
Abt Associates, Inc.

Larry G. Bobbitt
Project Officer
National Center for Education Statistics

U.S. Department of Education
Office of Educational Research and Improvement **NCES 96-153**

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
Sharon P. Robinson
Assistant Secretary

National Center for Education Statistics
Jeanne E. Griffith
Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to:

National Center for Education Statistics
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208–5574

May 1996

Suggested Citation

U.S. Department of Education. National Center for Education Statistics. *Beginning Postsecondary Students Longitudinal Study Second Follow-up (BPS:90/94) Final Technical Report,* NCES 96-153, by Daniel J. Pratt, Roy W. Whitmore, Jennifer S. Wine, Karen M. Blackwell, Barbara H. Forsyth, Timothy K. Smith, Elizabeth A. Becker, Kurt J. Veith, Marisa Mitchell, Geoffrey D. Borman. Larry G. Bobbitt, project officer. Washington, D.C.: 1996.

Contact:
Aurora D'Amico
(202) 219–1365

Table of Contents

Page

I. Introduction, Background, and Purpose 1
  A. Nature of This Document 1
  B. Background and Purpose of BPS 1
  C. Contributions to BPS:90/94 2
  D. Additional Products of BPS:90/94 3

II. Design and Method of the Full-Scale Study 5
  A. The NPSAS:90 and BPS:90 Samples 5
  B. Basic Design 9
    1. Pre-CATI Locating 9
    2. Prenotification Mailing 11
    3. CATI Locating and Interviewing 11
    4. Post-CATI Locating 11
  C. Control and Coordination of Operations 12
    1. Overview of Structure 12
    2. CATI-External System 12
      a. CELM modifications 13
      b. Transfer of files to and from CATI 14
    3. CATI-Related Systems 14
      a. CATI Preloading 15
      b. Dictionary-Based CATI Instrumentation and Data Management 16
      c. Testing the CATI Instrument 18
      d. CATI Case Assignment 19
      e. Reporting Systems 19
    4. Confidentiality 19
  D. Evaluation Design 20

III. Data Collection Outcomes 21
  A. Overview of Results 21
    1. Locating 21
    2. Interviewing and Eligibility Determination 25
    3. Response Rate 26
  B. Locating Outcomes 26
    1. Correlates of Contacting Rates 26
    2. CATI-External Locating 28
      a. Relative Effectiveness of Locating Sources 28
      b. NCOA Update Outcomes 29
      c. Prenotification Mailing 31
      d. Pre- and Post-CATI Intensive Telephone Tracing 32
      e. Pre- and Post-CATI Intensive Field Tracing 34

- C. CATI Quality Circles 35
- D. CATI Outcomes 38
  - 1. Details of Interviewing Rates 38
  - 2. Incidental CATI-Related Operations 38
    - a. Response to Reliability Reinterview 38
    - b. Remailings 39
    - c. Call-in Capability 40
  - 3. Partial Responses and Current Status Interviews 40
  - 4. Refusal Conversion 43
  - 5. Answering Machines 43
- E. Response Burden and Effort Expended in CATI Locating and Interviewing 44
  - 1. Interviewer Hours 44
  - 2. Number of Calls Made 45
  - 3. Timing of Interview 47

IV. Evaluation of Data Quality 49
- A. Reliability of Prior Data 49
- B. Reliability Reinterviews 49
  - 1. Education Experiences 51
  - 2. Work Experiences: Primary Role and Future Plans 52
  - 3. Work Experiences: Principal Job 53
  - 4. Work Experiences: Satisfaction with Principal Job and Factors Affecting Employment Goals 53
  - 5. Education Finances 55
  - 6. Living Arrangements and Political Activities 55
- C. Order Effects 57
- D. On-Line Coding 58
- E. Upcoding "Other, Specify" Items 62
- F. Indeterminate Responses 64
- G. Quality Control Monitoring 68
  - 1. Delivery of Questionnaire Text 70
  - 2. Delivery of Recognition Statements 70
  - 3. Probing 71
  - 4. Feedback 72
  - 5. CATI Entry 72

V. Data File Construction 73

VI. Sample Weighting 75
- A. Overview 75
- B. Computation of 1994 Cross-Sectional Weights 78
- C. Computation of 1992 Cross-Sectional Weights that Utilize Retrospective Data Collected in 1994 88
- D. Computation of Longitudinal Weights for Comparison of 1992 and 1994 Responses 89

VII. Estimation Procedures 99
  A. Accuracy of Estimates 100
  B. Measures of Precision 100

Appendix A BPS Technical Review Panel Membership
Appendix B Student Prenotification Materials
Appendix C BPS:90/94 Facsimile Interview Instruments
BPS:90/92 Facsimile Interview Instrument
NPSAS:90 Facsimile Interview Instrument
Appendix D Mailing Materials Used During Data Collection
Appendix E Supplemental Analytic Results
Appendix F Variables Used for Design Effects Tables in Chapter VII

7

List of Figures

Page

Figure II.1 Sequential Sample Partitioning for the BPS Full-Scale Cohort 8
Figure II.2 Major Activity Flow for Locating and Data Collection in BPS:90/94 10
Figure II.3 Integrated Control System Utilities 13
Figure II.4 Features of the BPS:90/94 CATI Program/Instrument 14
Figure II.5 Schematic of the Data Dictionary System 17

Figure III.1 BPS:90/94 Full-Scale Flow of Cases Through Various Locating Activities 22
Figure III.2 Result Flow of Locating/Interviewing Activities 23

Figure IV.1 Monitoring Results for Delivery of Questionnaire Text 70
Figure IV.2 Monitoring Results for Delivery of Recognition Statements 70
Figure IV.3 Monitoring Results for Probing 71
Figure IV.4 Monitoring Results for Feedback 72
Figure IV.5 Monitoring Results for CATI Entry 72

Figure VI.1 Subdivision of 11,700 Potential FTBs into 7 Sampling Strata 76

List of Tables

Page

Table II.1 NPSAS:90, BPS:90/92, BPS:90/94, and Suggested BPS:90/97 Full-Scale Institutional and Student Samples, by Type of NPSAS:90 Institution 7

Table III.1 BPS:90/94 Full-Scale FTB Rate by NPSAS:90 Institution Type 25
Table III.2 Contacting Rates by BPS:90/92 Response Status 27
Table III.3 Contacting Rates by Type of NPSAS:90 Institution 27
Table III.4 Overall Efficiency of CATI-External Locating Sources in Providing the Telephone Number at which Sample Member Was Contacted 28
Table III.5 Incremental Overall Effectiveness of BPS:90/94 Locating Activities 29
Table III.6 Results of NCOA Mailing Address Submission 29
Table III.7 Effectiveness of NCOA Telephone Activities in CATI 30
Table III.8 Effectiveness of NCOA Telephone Activity in CATI-External Intensive Tracing 30
Table III.9 Prenotification Mailing Outcomes by Address to Which Mailing Was Sent 31
Table III.10 CATI Outcomes by Prenotification Mailing Status 32
Table III.11 Student Report of Receipt of Mailing by Type of Address to Which Mailing Was Sent, for Cases Contacted in CATI 32
Table III.12 Results of Pre- and Post-CATI Intensive Telephone Tracing 33
Table III.13 CATI Contact/Resolution Rates for Cases Located in Telephone Intensive Tracing by Locating Method 34
Table III.14 Results of Pre- and Post-CATI Intensive Field Tracing 35
Table III.15 Results of Pre-CATI Intensive Field Tracing by CATI Contact/Resolution Rates 36
Table III.16 Interviewing Rates by BPS:90/92 Response Status 38
Table III.17 Interviewing Rates by Type of NPSAS:90 Institution 39
Table III.18 Distribution of Final Break-Offs (Partial and Current Status Interviews), by Section 42
Table III.19 Conversion Results for these Initially Refusing BPS:90/94 Full-Scale Participation by First Follow-up Response Status 43
Table III.20 Number of Calls Made to Full-Scale BPS:90/94 CATI Sample Members and Specified Subgroups, by BPS:90/92 Response Status 46
Table III.21 Average Elapsed Minutes to Complete BPS:90/94 Full-Scale Interview, by Section and by BPS:90/92 Response Status 47

Table IV.1 Reliability of NPSAS:90 and BPS:90/92 Data 49
Table IV.2 Reliability Indices for Education Experiences: Licensing Exams and Principal School Information 51

Table IV.3 Reliability Indices for Work Experiences: Relationship Between Work and Postsecondary School Enrollment and Future Plans 52
Table IV.4 Reliability Indices for Work Experiences: Principal Job Information 53
Table IV.5 Reliability Indices for Work Experiences: Satisfaction with Aspects of Most Recent Principal Job 54
Table IV.6 Reliability Indices for Work Experiences: Importance of Factors in Determining Employment Goals 54
Table IV.7 Reliability Indices for Education Finances 55
Table IV.8 Reliability Indices for Living Arrangements 56
Table IV.9 Reliability Indices for Political Activities 56
Table IV.10 Summary of Analyses for Order Effects in Items Regarding Frequency of Participation in Specific School-Associated Activities 57
Table IV.11 Results of On-Line Postsecondary Institution (IPEDS) Coding 59
Table IV.12 Results of On-Line Field of Study Coding 60
Table IV.13 Results of On-Line Combined Industry/Occupation Coding: Industry 61
Table IV.14 Results of On-Line Combined Industry/Occupation Coding: Occupation 61
Table IV.15 Results of On-Line Occupation Only Coding 61
Table IV.16 Summary of Upcoding for "Other, Specify" Items 63
Table IV.17 Summary of BPS:90/94 Full-Scale Indeterminate Responses by Interview Section 65
Table IV.18 Combined Refusal and "Don't Know" Statistics for Income Questions in the BPS:90/94 Full-Scale Interview 67
Table IV.19 Conversion of "Don't Know" Indeterminate Responses for Amount Questions in BPS:90/94 Full-Scale Interview 68

Table V.1 Files Included in BPS Restricted Research Data Files 74

Table VI.1 BPS:90/94 Final Response and Eligibility Status 77
Table VI.2 Summary of Response and Eligibility Status for BPS:90/92 and BPS:90/94 77
Table VI.3 Definition of, and BPS:90/94 Eligibility Rates within, Weight Adjustment Cells for Unknown Eligibility Status 81
Table VI.4 BPS:90/94 Response Rates by Selected Student Classifiers 83
Table VI.5 Definition of, and BPS:90/92 Eligibility Rates Within, Weight Adjustment Cells for Unknown Eligibility Status 90
Table VI.6 Response Rates for Completion of Section B in 1992 or 1994 by Selected Student Classifications 92
Table VI.7 Conditional BPS:90/94 Response Rates, Given BPS:90/92 Response, by Selected Student Classifiers 95

Table VII.1 Percentage Distribution of 1989-90 Beginning Postsecondary Students by Persistence/Attainment Status as of 1994, by Selected Student and Institutional Characteristics 102

Table VII.2 Standard Errors for Table VII.1: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Persistence/Attainment Status as of 1994, by Selected Student and Institutional Characteristics . . . 104

Table VII.3 Design Effects for Table VII.1: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Persistence/Attainment Status as of 1994, by Selected Student and Institutional Characteristics . . . 106

Table VII.4 Percentage Distribution of 1989-90 Beginning Postsecondary Students by Highest Postsecondary Degree Attained as of 1994, by Selected Student and Institutional Characteristics . . . 108

Table VII.5 Standard Errors for Table VII.4: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Highest Postsecondary Degree Attained as of 1994, by Selected Student and Institutional Characteristics . . . 110

Table VII.6 Design Effects for Table VII.4: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Highest Postsecondary Degree Attained as of 1994, by Selected Student and Institutional Characteristics . . . 112

Acknowledgments

The authors gratefully acknowledge the assistance of staff members of the National Center for Education Statistics (NCES) and the Office of Education Research and Improvement for their advice, guidance, and review in conducting the study and in preparing this document. We are particularly grateful to Dr. Paula Knepper and Mr. Larry Bobbitt, the former and current Project Officers respectively, and Dr. C. Dennis Carroll, of the Postsecondary Longitudinal Studies Program.

Particular thanks are also extended to the study technical review panel members, who provided considerable insight and guidance in development of the design and instrumentation of the study and preparation of this report. We also owe a great debt to the agencies endorsing the study and thereby lending considerable credence to the study in the eyes of the students who were contacted.

We also thank staff members of the three contractors, whose efforts contributed directly to the smooth operation of the study. At RTI, specific acknowledgments are due to a number of project staff members. Dr. Graham Burkheimer, the former project director, guided the success of the BPS longitudinal study and offered invaluable suggestions and feedback even after his retirement from RTI. He also provided significant input and review for the final report. Dr. John Riccobono provided ongoing support and review as the principal investigator. Mr. Joe Simpson and Dr. Al Bethke programmed the CATI instrument and prepared data files. Ms. Lori Hill prepared the graphics, integrated the text, and produced the final document for this report. Ms. Jennifer McNeill oversaw the CATI data collection, with support from Ms. Renae Knight, Ms. Joy Campbell, Ms. Rhonda Olson, and Ms. Cindy Holeman. Dedicated interviewing staff in the telephone survey unit conducted the CATI interviews. Ms. Syamala Kasichainula assisted with the weighting activity. Additional contributors to the success of the study at RTI were Ms. Katy Ong, Dr. Laura Kramer, Ms. Kim Johnson, and Ms. Lea Wilson. Dedicated personnel at Abt conducted the intensive tracing and mailing operations. We are grateful to Dr. Lutz Berkner of MPR for his leadership and direction of the BPS:90/94 analyses.

We also wish to thank all of those who reviewed this report and offered many helpful suggestions: Bob Burton, Mary Frase, Marilyn McMillen, and Sue Ahmed of NCES; Dan Goldenberg of the U.S. Department of Education, Planning and Evaluation Service; and Carol Fuller of the National Association of Independent Colleges and Universities.

Most of all, we are greatly indebted to the many postsecondary school administrators, students, former students, and their parents, relatives and friends, who unselfishly gave of their time to provide locating information and/or study data.

I. Introduction, Background, And Purpose

A. Nature of This Document

This document provides a summary and evaluation of the methodological procedures and results of the full-scale implementation of the Beginning Postsecondary Student Longitudinal Study Second Follow-up, 1990-94 (BPS:90/94). The study was conducted for the National Center for Education Statistics (NCES) of the U.S. Department of Education, Washington, DC, as authorized by law [20 U.S.C. 1221.1] and the Higher Education Amendments of 1986, as amended by the Hawkins Stafford Amendments of 1988 [PL 100-297, Sections 300(I) and 300(k)]. BPS:90/94 (Contract No. RN92073001) was conducted by Research Triangle Institute (RTI), with the assistance of Abt Associates, Inc. (AAI) and Management Planning Research Associates, Inc. (MPR).

BPS:90/94 involved locating and computer-assisted telephone interviewing (CATI) of a sample of individuals identified initially in the 1990 National Postsecondary Student Aid Study (NPSAS:90) as first time beginning postsecondary students. The BPS:90/94 study was the second follow-up survey subsequent to NPSAS:90; BPS:90/92, the first follow-up, occurred in the spring of 1992. The BPS:90/94 sample included known-eligible BPS:90/92 respondents as well as BPS:90/92 nonrespondents for whom BPS-eligibility had not yet been determined. The remainder of this introductory chapter provides a brief overview of the background, purposes, and scheduled products of the BPS:90/94 full-scale study. Chapter II describes the design and method of the study, including sample design, respondent locating, data collection, and design of the operating control system. Chapter III presents the results of the locating and data collection activities and Chapter IV provides an evaluation of the quality of data collected. The final three chapters present issues related to construction of the BPS:90/94 data file, sample weighting, and estimation techniques.

B. Background and Purposes of BPS

The need for national data on key postsecondary education issues — such as access, choice, enrollment, persistence, progress, curriculum, attainment, continuation into graduate or professional school, and rates of return to society — motivated NCES to develop an information system that could provide comprehensive data on these conditions and outcomes. The National Postsecondary Student Aid Study (NPSAS), which yields a nationally representative cross-sectional sample of postsecondary students, is the basis for the information system. In order to maximize cost efficiency and utilization of extant information while minimizing respondent burden, the BPS study uses NPSAS data collected from first time beginning students (FTBs), and follows these students from their initial enrollment in postsecondary education through completion of their education and entry into the work force. The current BPS series targets FTB postsecondary students from the 1990 NPSAS sample, interviewing them at two-year intervals. BPS:90/92 was the first follow-up with the NPSAS:90 sample, and BPS:90/94 is the second.

Because it starts with a cohort of individuals beginning their postsecondary studies, *regardless of when they completed high school*, the BPS study represents a bold departure from previous longitudinal, postsecondary education (PSE) studies that have been based on the more traditional, high school grade cohorts. Through BPS, information is also now available about "nontraditional" PSE students who have delayed continuation of their education because of military service, family obligations, or for other reasons. This is important since the nontraditional student represents a steadily growing segment of the postsecondary student population. Under the BPS design, all types of postsecondary students (*i.e.*, academic, vocational/occupational, and technical) have been included for study and *can be represented in known proportions*, rather than only stochastically as with high school grade cohort designs.

Several major educational policy questions have been addressed by information collected during the conduct of the BPS study as follows:

- How and why do students continue their enrollment in PSE?
- How is postsecondary education financed?
- What courses are taken and what grades and credits are earned?
- What fields of study are pursued?
- How extensive is, and what are the patterns of, transfers between colleges?
- What is the extent and timing of program completion?
- What is the extent of progress toward, and attainment of, degrees, licenses, or certificates?
- What is the nature and timing of application for, and continuation into, graduate or professional school?
- What is the impact of the PSE experience on subsequent life experiences (jobs, family formation, lifestyles), particularly as related to returns for the overall society?
- How are these features of PSE different for different types of starting PSE students?

The focus of the BPS:90/92 data collection effort was continued education and experience; employment and financing; educational aspirations; and family formation since NPSAS:90. BPS:90/94 has focused on: continuing education experiences and financing, including degree attainment and graduate/professional school access; employment experiences; rate of return; educational and employment aspirations; and family formation since NPSAS:90. The combination of data from BPS:90/92 and BPS:90/94 will serve to monitor academic progress for more than four years since initial enrollment in postsecondary education.

C. Contributions to BPS:90/94

Information from a number of sources contributed to the design and implementation of BPS:90/94. The full-scale survey benefitted greatly from experiences and evaluations during prior surveys conducted in the NPSAS/BPS:90 series. Prior data for this longitudinal study were collected during NPSAS:90 and BPS:90/92. NPSAS:90 was conducted by Westat, Inc.; documentation is available for this study.[1] BPS:90/92 was conducted by the current contractor team; the field test (conducted in the spring of 1991)[2] and full-scale study (conducted during the spring and summer of 1992)[3] are reported separately. Recommendations arising from the first follow-up experience were quite instrumental in planning and implementing BPS:90/94 study procedures and systems.

---

[1] Shepherd, Jane. *Methodology Report for the 1990 National Postsecondary Student Aid Study* (Contractor Report: NCES 92-080). National Center for Education Statistics: Washington, DC, May 1992.

[2] Burkheimer, G. J., *et al. Beginning Postsecondary Students Longitudinal Study Field Test Methodology Report: BPS:90/92* (Contractor Report: NCES 92-160). National Center for Education Statistics: Washington, DC, August 1992.

Input from four meetings of the study's Technical Review Panel (TRP — membership identified in Appendix A) and from various NCES working groups helped to define and refine BPS:90/94 parameters, including design of the CATI instrument and determination of particular data elements. The BPS:90/94 second follow-up included a large field test, reported previously[4], which was conducted in the spring of 1993, using 1,446 academic year (AY) 1988-89 FTBs from the NPSAS:90-BPS:90/92 field test sample. The results of and recommendations made following the conduct of the field test were invaluable in refining the BPS:90/94 full-scale study design and procedures.

D. Additional Products of BPS:94

BPS:90/94 data will be used by federal and private organizations to produce analyses and reports covering a wide range of topics. Analytic files will be distributed to a variety of organizations and researchers. Restricted access research files documented by Electronic Codebooks (ECBs) as well as Data Analysis Systems (DASs) for public release will be available. In addition to this Final Technical Report, BPS:90/94 will also yield a Descriptive Summary Report of significant findings.

---

[3] Burkheimer, G. J., *et al. Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:90/92) Final Public Technical Report* (NCES 94-369). National Center for Education Statistics: Washington, DC, June 1994.

[4] Pratt, D.J., *et al. Beginning Postsecondary Students Longitudinal Study Second Follow-up Field Test Report; BPS:90/94* (Contractor Report: NCES 94-370). National Center for Education Statistics: Washington, DC, October 1994.

II. Design and Method of the Full-Scale Study

A. The NPSAS:90 and BPS:90 Samples

The BPS:90 sample consisted of students beginning PSE for the first time (i.e., First Time Beginners or FTBs) at any time between July 1, 1989 and June 30, 1990. Since both BPS:90/92 and BPS:90/94 were follow-ups of a selected subset of respondents to the NPSAS:90 student interview, the sample design for the BPS full-scale study is necessarily integrated with the design, weighting, and estimation procedures implemented for NPSAS:90. The NPSAS:90 design involved a multistage probability sample of students enrolled in postsecondary institutions between July 1, 1989 and June 30, 1990. In the first stage of sampling, 121 geographic areas, called primary sampling units (PSUs), were selected. In the second stage, 1,533 institutions located in the NPSAS PSUs were selected, of which about 80 percent were eligible and 1,130 participated. The third stage of sampling was the selection of more than 70,000 students enrolled in the sampled institutions from sampling frames constructed to represent students enrolled at four distinct points in time: August 1, 1989; October 15, 1989; February 15, 1990; and June 15, 1990. The students enrolled at these four time points effectively represented all students enrolled during the 1989-90 academic year.

To be eligible for participation in NPSAS:90, a postsecondary institution was required to satisfy each of a number of conditions. Specifically, during the 1989-90 school year, the institution must have:

- offered an educational program designed for persons who have completed secondary education;
- offered an academically-, occupationally-, or vocationally-oriented program of study;
- offered access to persons other than those employed by the institution;
- offered more than just correspondence courses;
- offered at least one program lasting at least three months or 300 contact hours; and
- been located in the fifty states, Puerto Rico, or the District of Columbia.

United States service academies were deemed ineligible because of the unique nature of their funding and tuition. Other principal exclusions among the universe of postsecondary institutions were those that: (1) provided only avocational, recreational, or remedial courses; (2) offered only in-house business courses; (3) offered only seminars of less than three months' duration (such as driver training schools, real estate courses, and tax preparation classes); or (4) offered only correspondence courses.

A student was "NPSAS:90-eligible" if he/she was enrolled in an eligible institution during the 1989-90 academic year for one or more of the following purposes:

- taking course(s) for credit;
- in a degree or formal award program of at least three months' duration; or
- in an occupationally or vocationally specific program of at least three months' duration.

Students enrolled solely in a high school program at an eligible postsecondary institution were excluded regardless of whether they satisfied the above conditions. Other students, such as those enrolled only in correspondence courses or programs of less than three months' duration, or those only taking courses for remedial or avocational purposes without receiving credit, were excluded as well.

The initial BPS student sample was selected from those in the NPSAS:90 sample who had available interview data and had been identified as first time beginning (FTB) students by the NPSAS:90 contractor (using information provided by the sampled institution and/or by the student in the base year interview). Sampling frames and procedures used in selecting the institutions and students from them are provided in a separate NPSAS:90 report.[5] Of the 1,533 institutions and 61,120 responding students in NPSAS:90, 11,700 students from 1,092 institutions comprised the initial BPS sample.

Table II.1 lists the institutional and student sample sizes in NPSAS:90 and the sequential BPS studies by level and control of the NPSAS:90 school. Prior to initiation of BPS:90/92 interviewing, 1,076 potential sample members were excluded from participation following a review of NPSAS:90 data and other confirming indicators that revealed that they were either graduate students or first-professional students and, therefore, ineligible for BPS. Another 2,697 were identified or modeled ineligible during and following BPS:90/92 interviewing. (For a complete discussion of the composition of the final BPS:90/92 working sample, see the Final Public Technical Report for the study.[6])

Prior to the second follow-up, all students initially sampled for BPS from 84 institutions were determined ineligible for continued participation as a result of information obtained during the course of the BPS:90/92 follow-up. Specifically, all students in 45 institutions were identified or modeled as non-FTBs. The other 39 institutions had only graduate and/or first professional students in the sample, all of whom were BPS-ineligible by definition. The majority of institutions whose students were excluded from BPS:90/94 based on their FTB status were in the four-year, public and four-year, not-for-profit categories.[7] While school representation reductions were less than eight percent of the originally identified institutions with FTBs, the student sample reduction during BPS:90/92 data collection due to BPS ineligibility determination was almost one-third of the sample.

Figure II.1 depicts the sequential process in selecting the BPS:90/92 full-scale sample and, subsequently, the BPS:90/94 full-scale. At the conclusion of BPS:90/92, a total of 7,914 FTB students were identified for the BPS:90/94 working sample. Of that sample, two percent were found to be ineligible, six percent were nonrespondents in both follow-ups, and less than one percent were deceased or considered hostile refusals.[8] Should a third BPS follow-up be

---

[5] C.f., Shepherd, J., 1992, op. cit.

[6] C.f., Burkheimer, G., 1994, op. cit.

[7] Twelve percent of the four-year institutions represented in the BPS:90/92 initial sample were not represented in the BPS:90/94 sample whereas the institutional representation reduction was four percent for less than four-year schools.

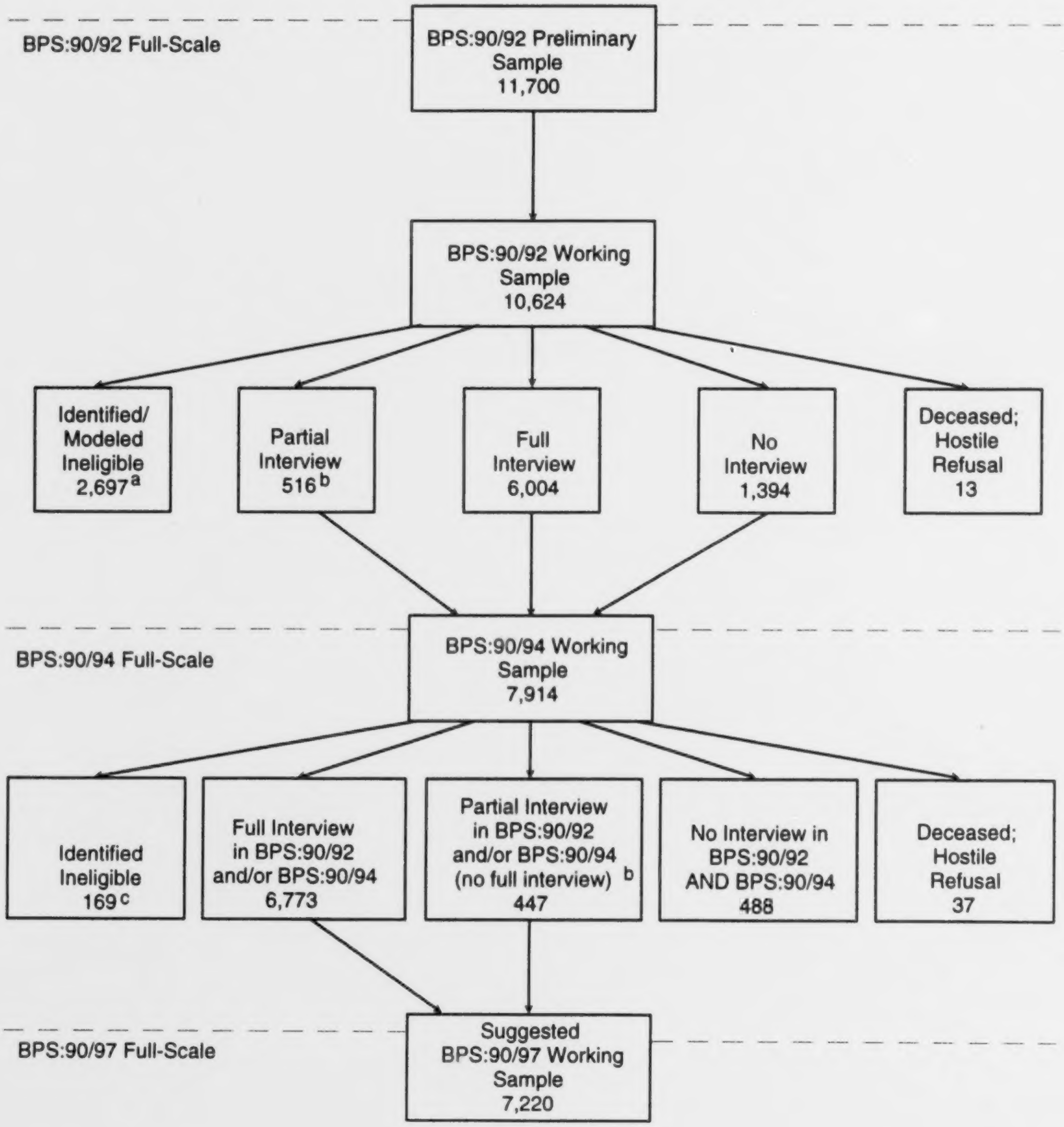
[8] This category included sample members threatening legal or congressional action, for whom additional efforts were considered to be counterproductive to the study.

Table II.1 -- NPSAS:90, BPS:90/92, BPS:90/94, and Suggested BPS:90/97 Full-Scale Institutional and Student Samples, by Type of NPSAS:90 Institution

Institution Type Control and Level	NPSAS:90 Sample				BPS:90/92 Initial Sample				BPS:90/94 Working Sample				Suggested BPS:90/97 Sample			
	Institutions		Students		Institutions		Students		Institutions		Students		Institutions		Students	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percen
Total	1,533	100.0	61,120	100.0	1,092	100.0	11,700	100.0	1,008	100.0	7,914	100.0	992	100.0	7,220	100.0
Public, 4-year	247	16.1	21,192	34.7	223	20.4	3,072	26.3	203	20.1	1,966	24.8	203	20.5	1,879	26.0
Private, 4-year	301	19.6	24,221	39.6	269	24.6	3,982	34.0	230	22.8	2,630	33.2	228	23.0	2,489	34.5
Public, 2-3 year	211	13.8	5,377	8.8	187	17.1	1,409	12.0	183	18.2	1,000	12.6	181	18.3	886	12.3
Private, not-for-profit, 2-3 year	100	6.5	1,561	2.6	59	5.4	505	4.3	56	5.6	393	5.0	51	5.1	367	5.1
Private, for-profit, 2- or more year	110	7.2	2,578	4.2	75	6.9	793	6.8	70	6.9	573	7.2	69	7.0	490	6.8
Public, less than 2-year	82	5.4	948	1.6	59	5.4	348	3.0	57	5.7	246	3.1	54	5.4	208	2.9
Private, not-for-profit, less than 2-year	105	6.9	508	0.8	26	2.4	126	1.1	22	2.2	80	1.0	21	2.1	64	0.9
Private, for-profit, less than 2-year	377	24.6	4,735	7.8	194	17.8	1,465	12.5	187	18.6	1,026	13.0	185	18.7	837	11.6

BEST COPY AVAILABLE

Figure II.1--Sequential Sample Partitioning for the BPS Full-Scale Cohort


BPS:90/92 Full-Scale
BPS:90/92 Preliminary Sample 11,700
BPS:90/92 Working Sample 10,624
Identified/ Modeled Ineligible 2,697 a
Partial Interview 516 b
Full Interview 6,004
No Interview 1,394
Deceased; Hostile Refusal 13
BPS:90/94 Full-Scale
BPS:90/94 Working Sample 7,914
Identified Ineligible 169 c
Full Interview in BPS:90/92 and/or BPS:90/94 6,773
Partial Interview in BPS:90/92 and/or BPS:90/94 (no full interview) b 447
No Interview in BPS:90/92 AND BPS:90/94 488
Deceased; Hostile Refusal 37
BPS:90/97 Full-Scale
Suggested BPS:90/97 Working Sample 7,220

[a] Includes five BPS:90/92 respondents not in the NPSAS:90 undergraduate analysis group and thus deemed ineligible for BPS:90/94.

[b] BPS:90/92 partial interview respondents were those who answered all eligibility items plus at least one additional item but did not complete a full interview. BPS:90/94 eligible partial respondents were those that minimally confirmed schools attended (including the identification of any new schools attended) or provided responses for the current status interview (see Section III.D.3).

[c] Includes four sample members incorrectly identified as eligible during BPS:90/92.

conducted, we recommend that nonrespondents to *both* the BPS:90/92 and 90/94 follow-ups be considered permanent nonrespondents and, as such, excluded from the working sample (leaving 7,220 student sample members from 992 institutions eligible for inclusion in the working sample for the third follow-up; see **Table II.1**). This would be the first BPS sample reduction associated with non-response. Over 93 percent of the BPS:90/94 student sample (excluding identified ineligibles) would be part of the third follow-up sample.

B. Basic Design

The basic BPS:90/94 design involved tracing sample members to their current location and conducting a computer assisted telephone interview (CATI) with them about their experiences since they were last surveyed.[9] Most procedures used were evaluation-based refinements of well-tested activities implemented in the BPS:90/94 field test and the BPS:90/92 field test and full-scale studies. The flow of tracing and data collection activities for BPS:90/94 is shown in **Figure II.2**.

1. Pre-CATI Locating

The first locating step involved an address/telephone update by a national change of address (NCOA) service. A file containing the most recent contacting information for all cases in the BPS:90/94 full-scale sample was submitted to the NCOA service. The source of the contacting information for most cases was locating information collected during BPS:90/92 CATI. For those cases not contacted during BPS:90/92, the original NPSAS:90 locating information (or prior updates thereto) was used.[10] NCOA provided: (1) updated addresses for each reported forwarding address during the preceding two year period; (2) an indicator of whether the forwarding address itself had proved undeliverable; and (3) where available, a telephone number.[11]

Following completion of NCOA activities, all cases not located during BPS:90/92 were eligible for pre-CATI intensive telephone tracing, which began in December of 1993. Any obtained locating information for a case was reviewed to confirm its accuracy. Cases for which a current telephone number was not obtained were eligible for pre-CATI field locating. A case list and copies of locating materials for the newly assigned cases were submitted to Equifax, a commercial locating agency responsible for field tracing. Equifax provided updated or confirmed student telephone numbers and addresses on a weekly or bi-weekly basis. Some of the cases Equifax could not locate were subjected to an additional field trace which began in July of 1994 and covered nine metropolitan clusters.[12] These clusters were selected for the trace because

---

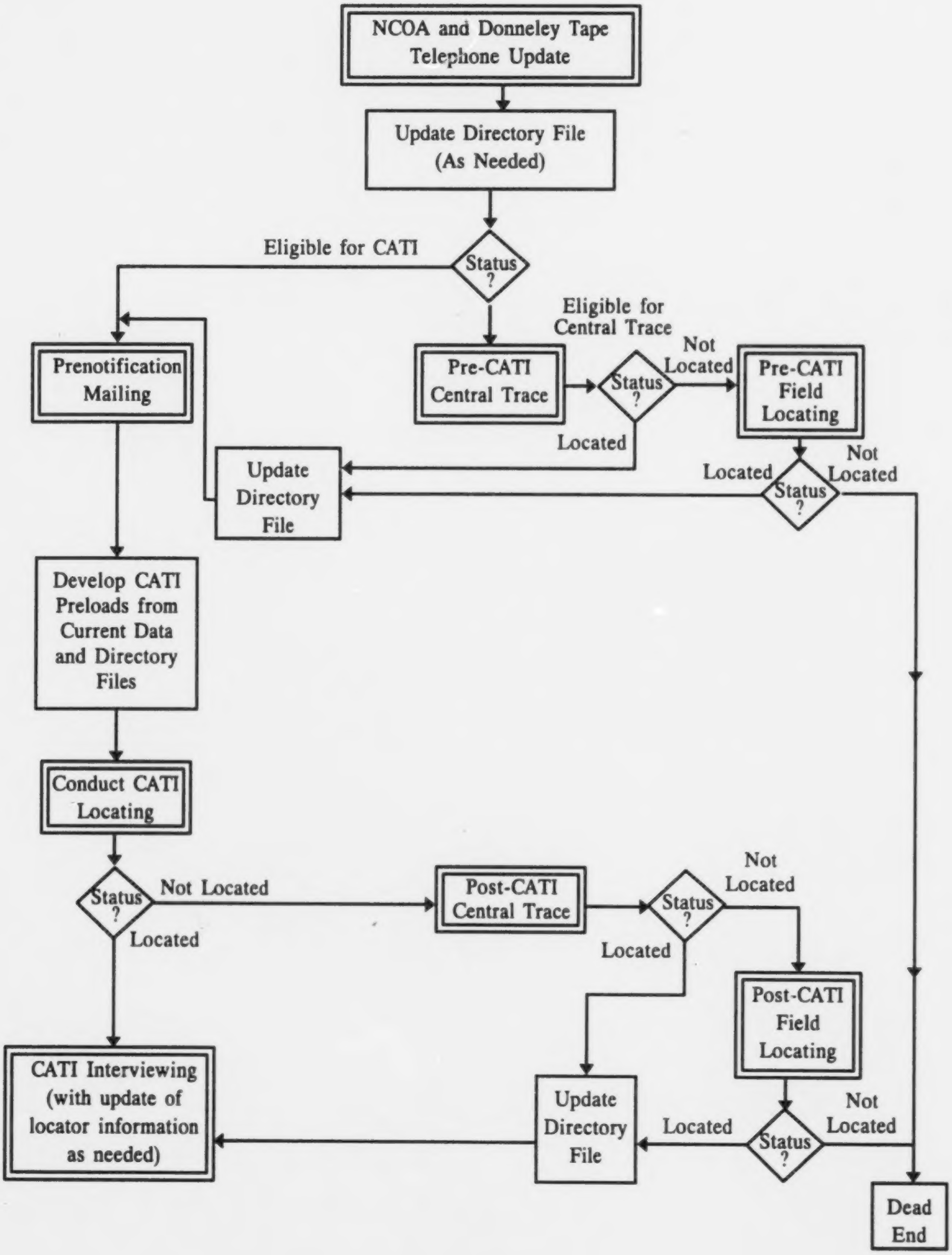
[9] Time since last surveyed was two years for BPS:90/92 respondents, four years for BPS:90/92 non-respondents.

[10] The NCOA service was also used in BPS:90/92, and this process updated NPSAS:90 locating information for a portion of the BPS:90/92 sample.

[11] This service has access to the U.S. Postal Service Change of Address files as well as to the Donneley tape files of telephone numbers.

[12] A combination of cost-savings realized in full-scale locating activities and a less than desired yield from the Equifax pre-CATI field trace effort prompted the additional field trace effort for geographically clustered cases. Since these subsequent procedures were somewhat different from those used by Equifax, it was anticipated that the extra effort would be productive (see Section III.B for results).

Figure II.2 -- Major Activity Flow for Locating and Data Collection in BPS:90/94


NCOA and Donneley Tape Telephone Update
Update Directory File (As Needed)
Status ?
Eligible for CATI
Eligible for Central Trace
Prenotification Mailing
Pre-CATI Central Trace
Status ?
Not Located
Pre-CATI Field Locating
Located
Update Directory File
Located
Status ?
Not Located
Develop CATI Preloads from Current Data and Directory Files
Conduct CATI Locating
Status ?
Not Located
Located
Post-CATI Central Trace
Status ?
Not Located
Located
Post-CATI Field Locating
CATI Interviewing (with update of locator information as needed)
Update Directory File
Located
Status ?
Not Located
Dead End

they encompassed last-known addresses of a substantial number of unlocatable cases. All pre-CATI Equifax unlocatables within the selected clusters were assigned to field locators. All cases successfully traced in pre-CATI locating became available for CATI operations.

2. Prenotification Mailing

About three weeks prior to the start of CATI operations, packets were mailed to sample members for whom a valid address was available. Each packet (see Appendix B) contained: (1) a cover letter from the Commissioner of Education Statistics; (2) an additional letter describing the second follow-up and the forthcoming interview; (3) a leaflet describing the Longitudinal Studies Program and BPS; and (4) an address update sheet and return envelope. The mailing provided written information to sample members close to the initiation of interview and provided a vehicle for sample-member-reported current address and telephone information (the most reliable source in BPS:90/92).

3. CATI Locating and Interviewing

CATI data collection began in March 1994 and ended in September 1994. CATI procedures included attempts to locate, gain cooperation from, and interview study sample members by telephone. BPS eligibility determination was also necessary if not determined in BPS:90/92. A reliability reinterview was conducted for a subsample of those completing the main interview.

An additional data collection approach was implemented in the BPS:90/94 full-scale study to collect key information from those who were unable or unwilling to participate in the full telephone interview. The *Current Status Interview/Sheet* consisted of a small set of education and employment status questions. It was administered in CATI for those reachable (and agreeable) by phone. A hard copy version was sent to those without a telephone as well as those who would only agree to participate in a mail survey. See Section III.D for details of this approach.

4. Post-CATI Locating

All cases that were not located during BPS:90/94 basic CATI locating were eligible for post-CATI intensive telephone tracing. Post-CATI telephone tracing procedures were very similar to those implemented in pre-CATI locating. Post-CATI field locating began in May 1994. Except for the exclusion of those without a telephone, eligibility was determined in the same way as for pre-CATI field locating. All eligible cases were submitted to Equifax. The frequency of submission ranged from monthly at the beginning of the post-CATI trace to weekly, towards the end. Due to time constraints, cases that were unlocatable by Equifax were not subjected to any additional field locating unlike pre-CATI locating.

C. Control and Coordination of Operations

1. Overview of Structure

All locating, interviewing, and data processing and access activities were under the control of an Integrated Control System (ICS), consisting of a series of PC-based, fully linked modules. The various modules of the ICS provided the means to conduct, control, coordinate, and monitor the several complex, interrelated activities required in the BPS:90/94 study and to serve as a centralized, easily accessible repository for project data and documents. All procedures related to locating, data collection, data processing, project management, report production, data analyses, and document archiving were integrated into this system.

The ICS structure allowed for streamlining of related tasks. The versatility of the system is highlighted by the fact that various tasks were performed at different sites (e.g., the CATI-external locating component of the ICS was located remotely on a Novell network at a subcontractor site and linked through telecommunications channels). The ICS provided authorized project staff (and NCES staff as remote users) menu-driven access to data from prior studies (NPSAS:90 and BPS:90/92); subject matter information reference files; interview data; locator files; project documents and reports; and analysis files and systems. Its use also enabled the application of extensive quality control measures throughout the various project activities.

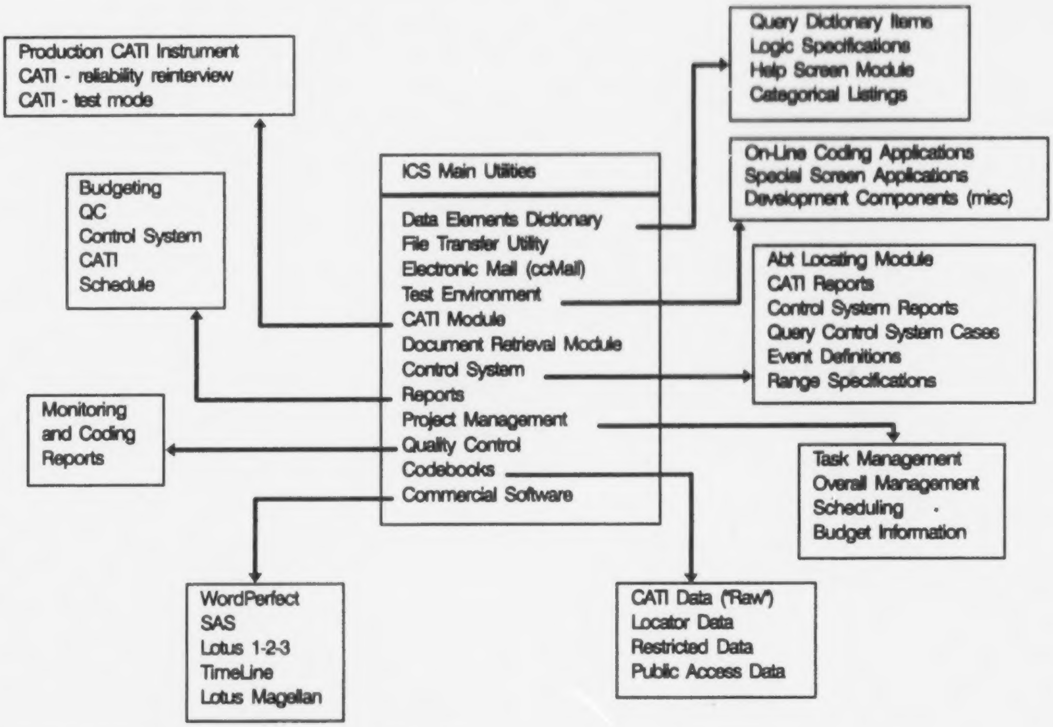
Figure II.3 presents a schematic of various components and features of the ICS. The central system resided on a PC network, accessible to remote users through a dedicated network modem. Case-level status as well as routine summary reports were available across all components of the system. Information was integrated through the implementation of a case-level control system which monitored status in the various stages of production: prenotification mailing; pre-CATI tracing (telephone and field); CATI locating; post-CATI intensive locating (telephone and field); interviewing; data abstraction; and data editing. Status from separate stages was transmitted to the master ICS to allow control of the flow of events in the system and monitoring of performance of study requirements.

Within the system, Lotus cc:Mail and Lotus Magellan facilitated telecommunications among project personnel (within and between three contractor organizations and NCES) for project-wide correspondence, transfer of files, and information access. This provided vehicles for raising critical issues and allowed quick responses from appropriate staff members. Documentation of decisions reached were available for later reference as needed. Project scheduling was maintained and monitored with the use of TimeLine. Systems directly associated with tracing and data collection are discussed in greater detail below.

2. CATI-External Systems

The CATI-External Locating Module (CELM), operated and maintained remotely from the main ICS, was first developed during BPS:90/92. The system contained the most recent address and telephone information for each BPS sample member, which came from: (1) original NPSAS:90 sources (i.e., students, parents, friends/relatives, and institutions); (2) BPS:90/92 sources; and/or (3) the National Change of Address (NCOA) service. The module permitted

Figure II.3 -- Integrated Control System Utilities


Production CATI Instrument
CATI - reliability reinterview
CATI - test mode
Query Dictionary Items
Logic Specifications
Help Screen Module
Categorical Listings
On-Line Coding Applications
Special Screen Applications
Development Components (misc)
Budgeting
QC
Control System
CATI
Schedule
ICS Main Utilities
Data Elements Dictionary
File Transfer Utility
Electronic Mail (ccMail)
Test Environment
CATI Module
Document Retrieval Module
Control System
Reports
Project Management
Quality Control
Codebooks
Commercial Software
Abt Locating Module
CATI Reports
Control System Reports
Query Control System Cases
Event Definitions
Range Specifications
Monitoring
and Coding
Reports
Task Management
Overall Management
Scheduling
Budget Information
WordPerfect
SAS
Lotus 1-2-3
TimeLine
Lotus Magellan
CATI Data ("Raw")
Locator Data
Restricted Data
Public Access Data

NOTE: Model is representative of ICS modules but is not inclusive.

data entry of student mailout and pre-CATI and post-CATI intensive tracing updates (where applicable) and maintained a historical record of each update transaction. Indicators in the CELM identified the source and recency of each address and telephone number and the overall status of the BPS participants' directory information through each phase of pre- and post- CATI external locating. Based on separate algorithms, the CELM selected optimal contact information for each participant record that was preloaded into CATI and generated weekly telephone and address update files in a format that was directly integrated into the CATI call scheduler sub-module (see below, Section II.C.3).

a. CELM modifications

The BPS:90/94 full-scale study CELM retained most modifications that were implemented during the BPS:90/94 field test. The primary purpose of these modifications was to make the CELM module compatible with the refined CATI-external locating procedures for BPS:90/94. The organization of the CELM included distinct CELM modules that provided for three phases of tracing activities: a pre-CATI phase that monitored and integrated both telephone and field intensive tracing; a mailout to respondents that tracked outgoing and incoming mail; and a post-CATI phase that tracked and updated both telephone and field intensive tracing for cases that failed locating in CATI.

b. Transfer of files to and from CATI

The CELM selected addresses and telephone numbers for each of the 7,914 cases in the student sample, with priority determined by recency of information and likelihood of successful CATI contact. Data were formatted for direct integration into the CATI module. Cases that failed locating in the CATI phase were downloaded to the CELM for intensive tracing through an automated preloading function which also generated the various locating materials used by the intensive tracing staff. Another menu option generated weekly updates containing updated student addresses and telephone numbers for loading into CATI for cases that were successfully located during the intensive tracing and the student mailings.

3. CATI-Related Systems

Figure II.4 summarizes some of the features of the BPS:90/94 full-scale CATI instrument and its associated configuration. The list of features highlights the complexity of the survey instrument to account for widely divergent response possibilities and branching patterns.

Figure II.4 -- Features of the BPS:90/94 CATI Program/Instrument

- On-line help screens for each item.
- Verification of suspect open ended responses.
- Verification screens to confirm data controlling interview flow logic.
- Callable external modules (written in C with full screen editing), with embedded help and verification, to present complex items and collect responses therefrom.
- Use of RAM disk to speed data swapping where needed.
- Up to 292 preloaded elements from prior surveys to guide the interview.
- Logic for determining section/item applicability.
- Callable external NCES on-line computer assisted coding software.
- Nested approximation screens for conversion of dollar amount indeterminacies.
- Allowance for 5 preloaded and 6 "new" schools (including graduate schools).
- Allowance for 30 new terms across all schools (including graduate schools).
- Allowance for 15 employment spells.
- Implicit determination of up to 8 unemployment spells (with confirmation).
- Allowance for financial aid information from 16 undergraduate school-year combinations.
- Mechanisms to select principal schools and primary jobs for applicable years.
- Locating module allowing 15 telephone numbers.
- Case-level and telephone-number-specific results and comments.

Highlights of the system included: on-line help; validation/verification checks of data; special screens (user exits) for collecting complex data elements efficiently; conversion of dollar amount indeterminacies; and ample space for interviewer comments to facilitate the smooth handling of each case. The interview was programmed in CASES, which proved more efficient than the CATI language used for the first follow-up. CATI was supported within a networked PC environment. An outline of the CATI instrument sections and a "hard copy" facsimile of the instrument itself is provided in **Appendix C**.

In addition to the systems necessary to develop and implement the CATI program, a number of interrelated operational tasks required coordination while conducting data collection. These included: (a) preparing test data and special test applications for training; (b) preparing preload data and setting up cases for CATI production; (c) identifying cases requiring intensive locating and providing the mechanism to transfer data between CATI and CATI-external operations; (d) defining the calling plan scheduling procedures; (e) minimizing interview refusals; (f) refining procedures for reporting production results; and (g) conducting reliability reinterviews to assess temporal stability of the data (see Section IV.B). The control functions and systems used to accomplish these activities are described in this section.

a. CATI Preloading

Data obtained previously during the BPS:90/92 and NPSAS:90 studies were used in the BPS:90/94 tracing and CATI operations. These data included locating information obtained from a number of possible sources: the BPS:90/92 interview locating section; intensive telephone tracing performed during BPS:90/92; pre-CATI mail returns or telephone contacts (including information from sample members, parents, other contacts, and institutions); and NPSAS:90 base year locating information.

A total of 292 data items were preloaded into the CATI record to customize each interview. In addition to "current" locating and tracing information, example data elements included postsecondary school information; jobs held in 1992; demographic information; and income data. Other preload variables were indicators, to trigger the need to collect specific data elements during the BPS:90/94 interview (e.g., retrospective data for BPS:90/92 nonrespondents).[13] In addition, preloads for the reliability reinterview included certain responses from the BPS:90/94 main interview to customize question routing and fill-text in the reinterview as appropriate.

Despite the increased number and complexity of preloads over those used in BPS:90/92, the preliminary file processing preload operation was considerably smoother for the second follow-up. This is attributable to three basic factors: (1) BPS:90/92 files had been thoroughly cleaned and specifically developed to facilitate data extraction for BPS:90/94 preloads (also necessary cleaning of NPSAS:90 data had already been accomplished during the first follow-up); (2) the CATI software used for BPS:90/94 (CASES) was more amenable to data preloading than that used for the earlier follow-up; and (3) the data dictionary based *CATI Instrumentation and Data Management* modules of the ICS (see below) facilitated the development of the preload files.

---

[13] In some cases, missing preload data indicated the need to collect the information in BPS:90/94. Random start points for subquestion sequences were also included among the preload variables, as was a pre-assigned random number for use in selecting respondents for reliability reinterviews. While random number generation within CATI is not difficult (and had been used in the previous follow-up), the pre-generation approach for random start points provided a straightforward method for balancing the ordering *within each NPSAS:90 school* (a procedure that would have required considerable CATI program code). Balancing ordering within NPSAS:90 school was important for more straightforward interpretation of results from order-effects analyses.

b. Dictionary-Based CATI Instrumentation and Data Management

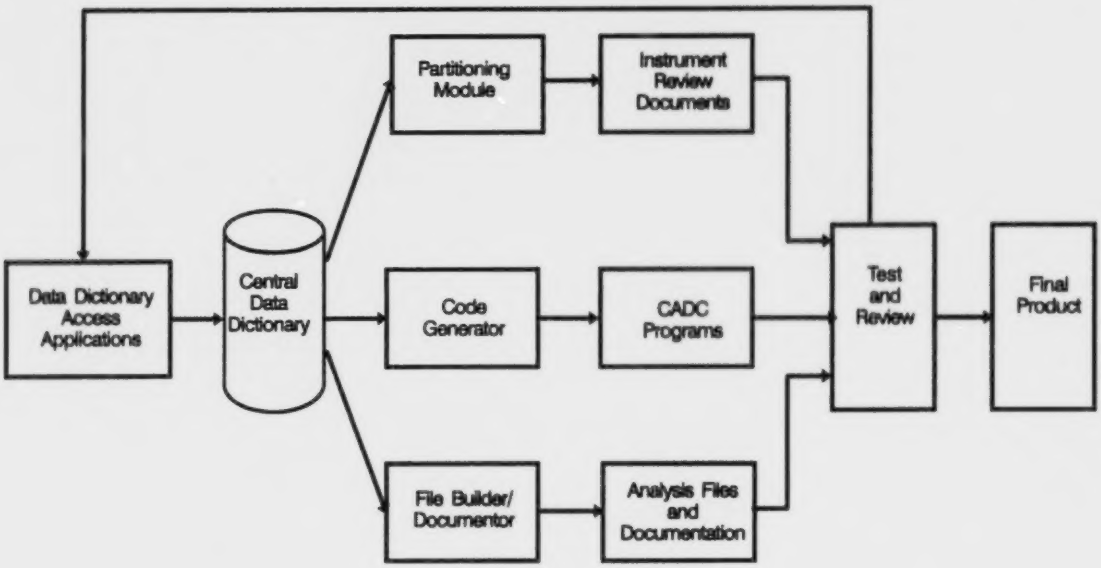
The integrated data dictionary approach to CATI instrument development, initiated for the BPS:90/94 field test, was used again for the BPS:90/94 full-scale study. This approach uses a single master data dictionary together with associated relational files to: (a) produce, review, and revise the CATI instrument (both a hard copy facsimile and the actual executable program code); (b) generate on-line and hard copy question-by-question specifications; and (c) produce data files and related documentation.

The approach enables a logical separation of each of the components of the system. It enables multiple instrument developers to work simultaneously on different components. The documentation of variables and linkage of components provide the tools necessary for constructing question by question specifications and analysis file products. While the initial developmental effort for such an approach is markedly greater than for normal CATI development, overall efficiency (considering both the subsequent need for changes and the multiple uses in related study activities) is considerably enhanced. Moreover, use of a common, updatable base file virtually eliminates transcription errors in describing the procedures and documenting the resultant data files. The approach was particularly well suited for the basically linear and grammatically structured CATI programming used for BPS:90/94 (i.e., CASES version 3.6). Because the Data Dictionary System (DDS) was used to develop the field test instrument, full-scale instrument refinement was a very efficient, straightforward activity; all updates were incorporated in the master dictionary as appropriate and the dictionary then was used to produce the full-scale output products.

Figure II.5 illustrates the various components of the DDS. All information is stored in the central data dictionary. Access applications are used to access the central dictionary for query, initial entry, and update purposes. Modules are then used to generate output products from the dictionary. Once the output products are tested and reviewed sufficiently, they may become operational. Should the test/review step reveal needed corrections, updates are then made to the central dictionary again using the dictionary access applications. The cycle continues until products are finalized. RTI's Fully Integrated Control System (FICS) was used as the database management system for this process.

Linkage information for all related files was maintained in the data dictionary; consequently, the instrument, data files, and associated documentation could all be produced from the same set of files. Major central dictionary files include the OMB data element specifications; question stems, response options, skip and consistency logic, and associated help screens; "user exits" (separate programs, typically programmed in C, to collect data on special screens or in special ways that were beyond the limits of the core programming language); and

Figure II.5 -- Schematic of the Data Dictionary System


Data Dictionary Access Applications
Central Data Dictionary
Partitioning Module
Instrument Review Documents
Code Generator
CADC Programs
File Builder/ Documentor
Analysis Files and Documentation
Test and Review
Final Product

documentation associated with analytic data files. Instrument developers, programmers, and analysts provided direct input into each file through the DDS.

Partitioning the instrument into logical segments also reduced entry and storage redundancies. In many cases, the same basic question stem wording was used for multiple items (e.g., repeat blocks asked the same set of questions, with only "fill in terms" — fills — such as school name or term changing from one block to the next). Such questions can be represented by a single stem, with the different "fills" defined in the data dictionary and entered separately in the item fill file. Allowable response alternatives were distinguished from stem wording, since many items used commonly occurring response alternatives (e.g., a large percentage of the CATI items were simply "Yes/No" questions, which required only one entry in the response alternatives file).

Instrument flow and control (i.e., specification of CATI branching as well as on-line entry validation where appropriate) were based on logic, which was stored separately in the logic file portion of the data dictionary and linked to the appropriate point in the instrument. Another file contained on-line help screens associated with each CATI screen (and from which hard copy question-by-question specifications could be easily generated). The data elements approved by

OMB also comprised a separate file; mapping of each interview item to a specific OMB-approved element was maintained in the data dictionary.

Despite the many advantages of CASES 3.6, optimal presentation of a number of questions could not be reasonably accomplished within the limitations of the programming language (e.g., full screen entry and editing). Consequently, special screens were created which used executable modules developed in other languages to present the question and collect and return responses to the main CATI program. These "user exits," which operated analogously to subroutine calls, were stored in a separate component file. The dictionary provided mechanisms for seamlessly linking CATI and these special screens.

Major system programs shown in **Figure II.5** are the partitioning module, a code generator, and the data file builder/documentor. The file builder formats and locates data in appropriate relational data files, based on parameters entered in the dictionary. The documentor provides all material needed for electronic codebooks (ECBs), including frequency distributions, again based on dictionary linkages. The partitioning module produces screen files or hard copy of subsets of the interview items (with or without associated help screens). The major hard copy files produced were the question-by-question specifications (a listing of each item and its associated help screen — used as an interviewer training aid) and a facsimile of the interview (see **Appendix C**). The partitioning module was also useful for review of items during development by creating the items, with logic and fills, from the separate component files. This feature was used to review individual items, all items in a particular section, or all items linked to a specific OMB-approved data element (allowing compliance review).

The code generator linked all interview-related components together and generated the actual CASES computer code for the interview. The instrument was basically developed by section (or subsection), and the code generator produced section/subsection modules separately. This approach allowed changes to a specific module and the regeneration of the code for that module, without affecting any other modules. Consequently, even large instrument changes could be incorporated in a very short period of time by amending the dictionary, amending the associated component files, regenerating the CATI code for affected modules, and linking changed and unchanged modules into an updated full instrument.

The data dictionary approach proved to be an extremely effective mechanism for developing and refining the BPS:90/94 CATI instrument, and the file structure and systems to support the approach worked quite well. A major advantage of the adopted approach was that the data dictionary, primed by the field test experience, considerably facilitated the development of the full-scale study instrument. Changes were made directly to the central dictionary files and were easily incorporated into the full-scale instrument. The data dictionary approach also was invaluable at the analysis stage for ensuring that analytic data file documentation was consistent with instrument specifications.

c. Testing the CATI Instrument

The BPS:90/94 full-scale instrument, refined from the field test instrument after extensive evaluations, was again tested thoroughly by both contractor and NCES staff before it was implemented. The flow logic of the CATI instrument was quite complex. The values of preload variables as well as the specific answers to prior questions in the current interview determined which questions were asked and which were skipped. Testing the instrument was critical to ensure that branching was appropriate, including an accounting for various branch possibilities based on different values for preload variables.

d. CATI Case Assignment

Control of case flow/assignment in CATI was facilitated by the use of the CASES QUEUES automatic scheduler (this scheduler is used to assign individual cases to CATI interviewers). Each non-finalized case was assigned to a specific queue for work within CATI (while queue assignments were unique at a given time, queue reassignment was realized with changing case disposition). Specialized queues included: Spanish-speaking cases; refusals; prior nonrespondents; and intensive trace returns. Within this software, scheduling priorities are governed by the unique queue to which a case is assigned (queue assignment is typically based on case history and study specific case priorities) and a timing algorithm based on scheduled callback time or elapsed time since last call. Priorities for call scheduling were defined and modified as needed over the course of the data collection period.

When new telephone numbers and address information were obtained from CATI-external sources, they were reloaded into CATI so that appropriate calls could be made and appropriate addresses could be referenced in the locator section of the CATI instrument. A special automated system was developed to handle this "reloading" or record update. This ensured that cases returned to CATI from intensive tracing were worked in a timely manner, which was enhanced by a prioritized queue assignment for these cases.

e. Reporting Systems

Daily reports detailing the status of CATI operations were generated under system control; separate reports were available for the main interview and reliability reinterview operations. Reports included daily and cumulative response results, projections, and the extent to which projections were being realized. Reports also included interviewing hours (hours worked; hours per completed interview); latest CATI result code status reports and an accounting of phone numbers available to be worked for pending cases. All reports were generated automatically each night and were available for project and NCES staff members at the start of each day, facilitating timely planning and evaluation of study parameters.

4. Confidentiality

Project activities were conducted in compliance with all applicable provisions of the Privacy Act of 1974 (5 U.S.C. 522a); Privacy Act Regulations (34 CFR Part 5b); Section 506(d) of the General Education Provisions Act, as amended by the Hawkins-Stafford Amendments of 1988 (P.L. 100-297); and NCES Standards and Policies. RTI also maintains a standing Committee for the Protection of Human Subjects to ensure that all Institute studies of human populations comply with applicable regulations concerning informed consent, confidentiality, and protection of privacy. This committee independently reviewed the study design, instruments, and data collection/processing procedures to ensure that sample members' rights were fully protected.

All contractor staff were fully informed of all applicable confidentiality, nondisclosure, and privacy requirements. Each project staff member who was involved in any way with personally identifiable information was required to sign a Confidentiality Agreement and to swear/affirm to compliance by signing an Affidavit of Nondisclosure. Original-signature, notarized copies of the Nondisclosure Affidavits for all staff were provided to NCES. Original-signature, notarized copies of the executed Confidentiality Agreements and Nondisclosure Affidavits were maintained by RTI for all project staff (including subcontractor staff), and additional original-signature, notarized copies were maintained by subcontractors for their specific staff members.

D. Evaluation Design

Experimental treatments and their evaluations are generally considered appropriate only for field test studies; consequently, no such experiments were designed for the BPS:90/94 full-scale study. Nonetheless, some procedures were implemented in the full-scale study that had not been tested in the field test, and evaluation of these and other study procedures have implications for future related surveys. Most notably, the full-scale study included the current status interview/sheet, which was used for eligible sample members who either were unreachable by telephone and reachable by mail, or refused to participate in a full interview but were willing to provide a small amount of selected information (either by telephone or by mail).

Each major component of the study was evaluated, including: system operations; locating activities; interview administration; data quality; on-line coding; and file development. The evaluation methodology consisted of both formative and summative analyses. Formative evaluations were of an ongoing nature and were designed to assess a task at intermediate stages so that the effects of employing methodologies could be analyzed and modifications and revisions could be employed and assessed prior to task completion. Summative evaluations assessed the results of the study, including all attempts at modification of the workflow, and may be used to optimize procedures for future related studies. The following chapters provide details of the study procedures and evaluations of their implementation in the BPS:90/94 full-scale study.

III. Data Collection Outcomes

A. Overview of Results

1. Locating

Location of student cases for the BPS:90/94 full-scale survey was initiated with information provided by the BPS:90/92 locating database. All student and tracing source contact information contained in that database was submitted to a national change of address (NCOA) service for updating. Cases not located during BPS:90/92 were forwarded directly to pre-CATI telephone tracing, and subsequently to field locating if intensive telephone tracing was unsuccessful. Prior to the start of CATI operations, a prenotification mailing was made to the student, enabling current contact information to be provided to interviewers for basic CATI locating efforts. In the event that CATI-locating was unsuccessful, cases were sent to post-CATI central trace for telephone tracing and, again as necessary, field locating.

Figure III.1 shows the flow of full-scale cases among each of the distinct locating activities (subsequent to NCOA updates and excluding student prenotification), including (1) pre-CATI intensive central office (telephone) and field locating, as needed; (2) basic CATI locating efforts; and (3) post-CATI intensive telephone and field locating for cases not located in the basic CATI operation. This figure also identifies the sequencing of telephone tracing and field tracing, differentiates pre- and post-CATI activities, and shows that cases entered CATI in three separate waves. The initial wave contained 6,950 cases not requiring pre-CATI locating; the secondary wave contained 725 cases located in pre-CATI trace. The third wave into CATI reflects "reactivations" of cases previously in CATI but identified for post-CATI trace *and* successfully located through those additional tracing procedures.

Figure III.2 provides an outcome summary and flow of locating and data collection activities. The first page of the figure is directed towards locating outcomes, while the second page is devoted to interview outcomes, among those located. It should be noted from **Figure III.2** that during tracing operations, 127 cases were identified as "exclusions."[14] This classification included those who were: (a) out of the calling area;[15] (b) deceased; (c) institutionalized or physically/mentally incapacitated and unable to respond to the survey; or (d) otherwise unavailable for the entire data collection period.

Discounting these exclusions (locating was neither planned nor funded to reach such cases), **Figure III.2** shows that 7,132 were located and 655 were not, yielding a *raw overall locating rate of 91.6 percent.* Raw locating rates were greater for those interviewed in BPS:90/92 (95.1 percent) than for those who were not (75.1 percent).[16] Further discounting the

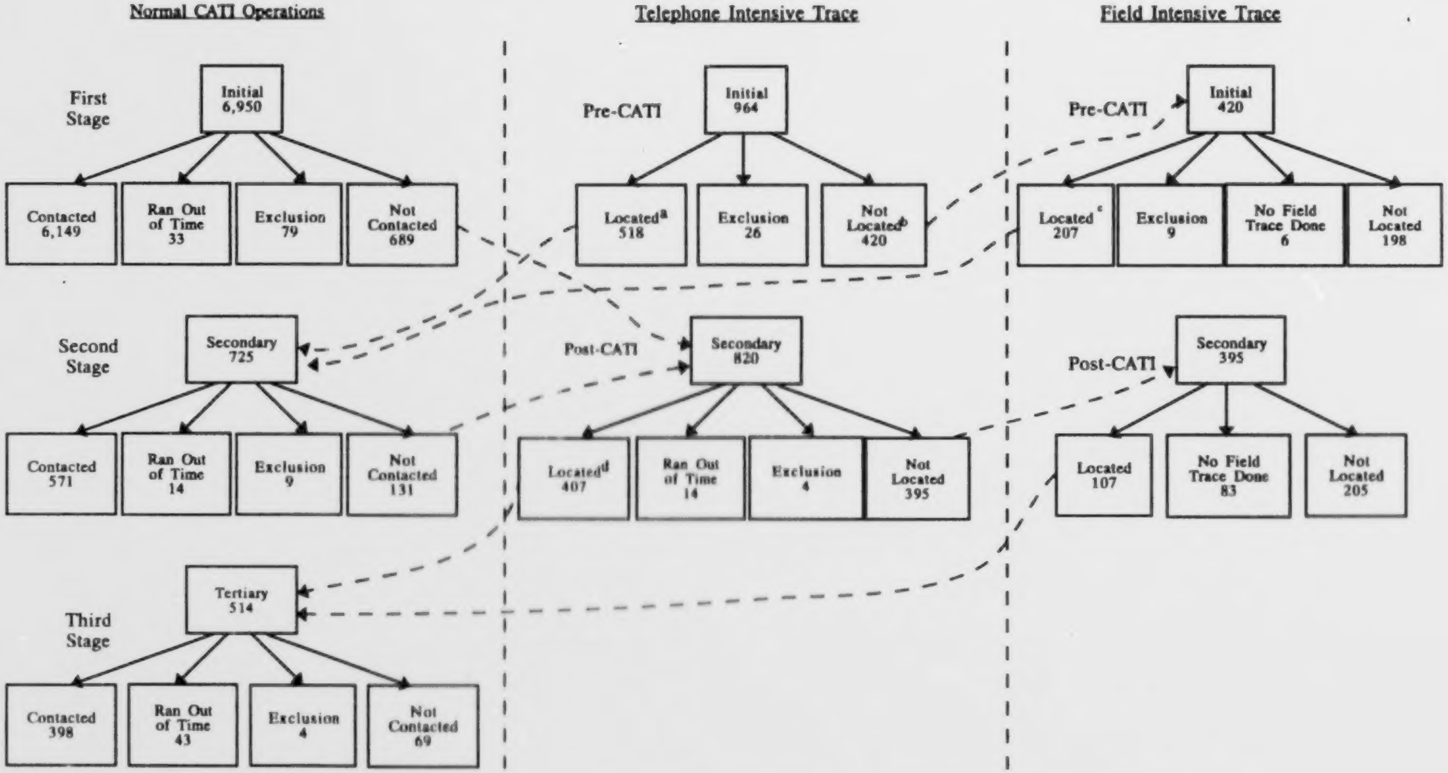
---

[14] Seven additional exclusions were identified after initial contact (see below).

[15] The calling area consisted of all U.S. states, the District of Columbia, Canada, and some Caribbean Islands (including Puerto Rico) — i.e., numbers not requiring a foreign country or city code. Additionally, fifteen international cases for which we obtained valid phone numbers were attempted, yielding six completed interviews.

[16] Alternately, 51.3 percent of those not located were BPS:90/92 nonrespondents, while such nonrespondents comprised less than 18 percent of the working sample.

Figure III.1 — BPS:90/94 Full-Scale Flow of Cases Through Various Locating Activities



Normal CATI Operations
Telephone Intensive Trace
Field Intensive Trace
First Stage
Initial 6,950
Contacted 6,149
Ran Out of Time 33
Exclusion 79
Not Contacted 689
Pre-CATI
Initial 964
Located[a] 518
Exclusion 26
Not Located[b] 420
Pre-CATI
Initial 420
Located[c] 207
Exclusion 9
No Field Trace Done 6
Not Located 198
Second Stage
Secondary 725
Contacted 571
Ran Out of Time 14
Exclusion 9
Not Contacted 131
Post-CATI
Secondary 820
Located[d] 407
Ran Out of Time 14
Exclusion 4
Not Located 395
Post-CATI
Secondary 395
Located 107
No Field Trace Done 83
Not Located 205
Third Stage
Tertiary 514
Contacted 398
Ran Out of Time 43
Exclusion 4
Not Contacted 69

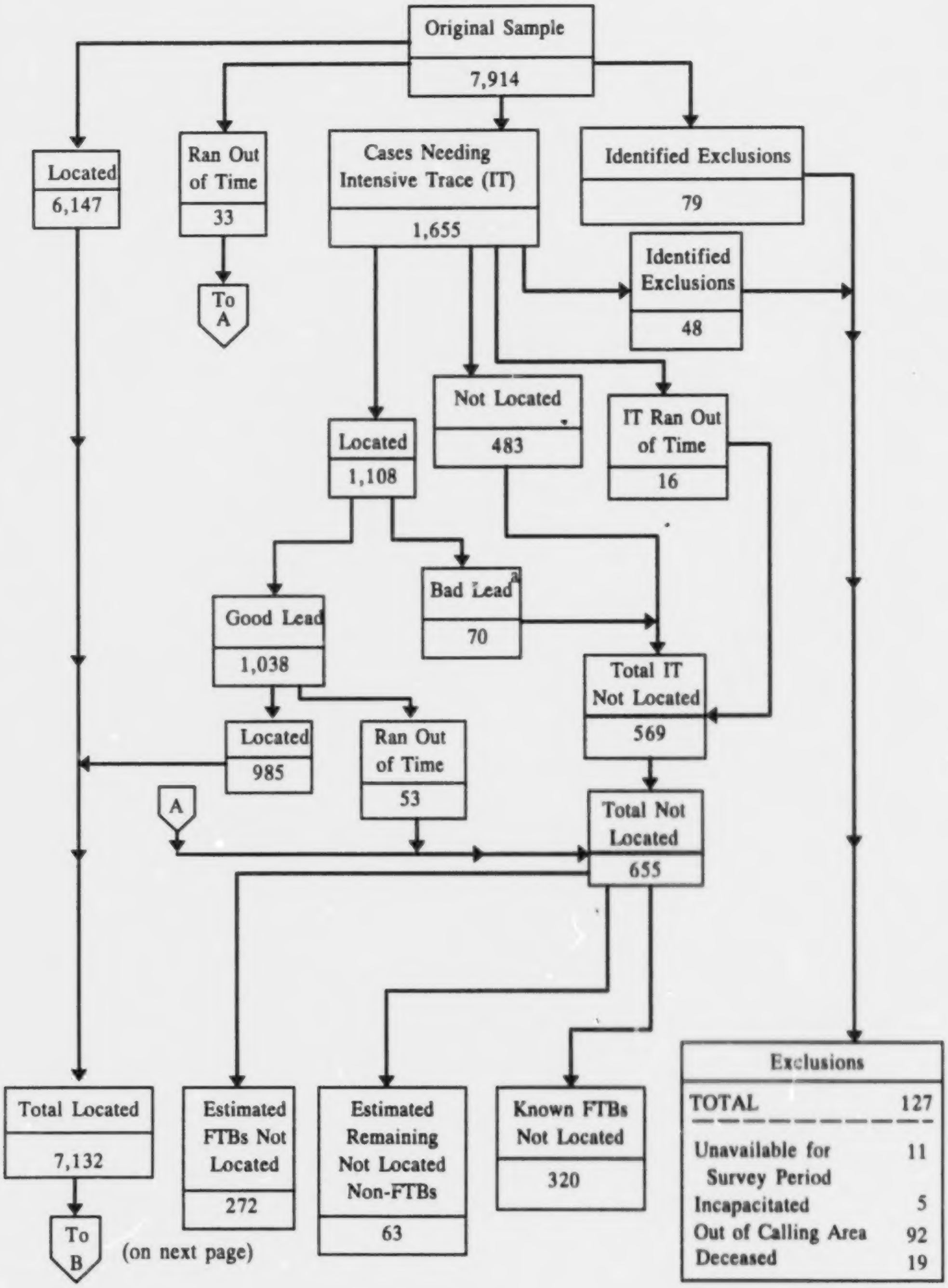
[a] Includes one student refusal during pre-CATI telephone intensive tracing, and two cases that had no phone, but responded to mail request.

[b] Includes six cases that had no phone for whom mail contact was unsuccessful and were not included in pre-CATI field trace.

[c] Includes one student refusal during pre-CATI field intensive trace.

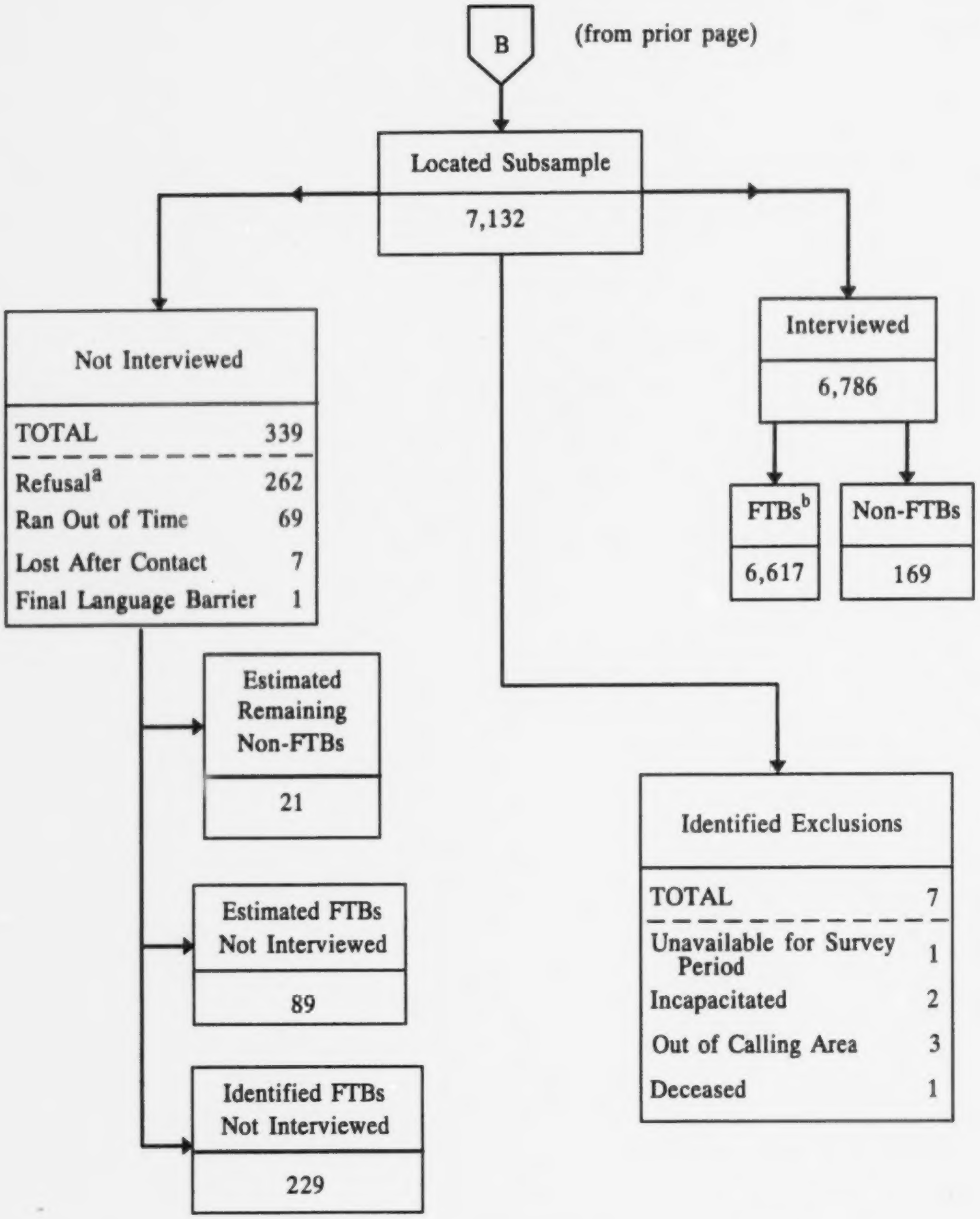
[d] Includes eight student refusals (two of which were hostile) during post-CATI telephone intensive trace.

Figure III.2 -- Result Flow of Locating/Interviewing Activities


Original Sample
7,914
Located
6,147
Ran Out of Time
33
To A
Cases Needing Intensive Trace (IT)
1,655
Identified Exclusions
79
Identified Exclusions
48
Not Located
483
IT Ran Out of Time
16
Located
1,108
Bad Lead[a]
70
Good Lead
1,038
Total IT Not Located
569
Located
985
Ran Out of Time
53
A
Total Not Located
655
Total Located
7,132
To B
(on next page)
Estimated FTBs Not Located
272
Estimated Remaining Not Located Non-FTBs
63
Known FTBs Not Located
320
Exclusions
TOTAL 127
Unavailable for Survey Period 11
Incapacitated 5
Out of Calling Area 92
Deceased 19

[a] One case was an intensive trace refusal and could not be contacted subsequently in CATI.

Figure III.2 -- Result Flow of Locating/Interviewing Activities (continued)


B
(from prior page)
Located Subsample
7,132
Not Interviewed
TOTAL 339
Refusal[a] 262
Ran Out of Time 69
Lost After Contact 7
Final Language Barrier 1
Interviewed
6,786
FTBs[b]
6,617
Non-FTBs
169
Estimated Remaining Non-FTBs
21
Estimated FTBs Not Interviewed
89
Identified FTBs Not Interviewed
229
Identified Exclusions
TOTAL 7
Unavailable for Survey Period 1
Incapacitated 2
Out of Calling Area 3
Deceased 1

[a] Includes 17 hostile refusals.

[b] Includes partial interviews.

estimated 63 remaining non-FTBs in the uncontacted group shown in **Figure III.2**, the *estimated locating rate among applicable sample members is 92.3 percent.*

2. Interviewing and Eligibility Determination

For sample members who had not responded to BPS:90/92, FTB status had not been confirmed; eligibility was determined for this group in Section A of the interview.[17] Among the 1,376 former nonrespondents for whom BPS-eligibility was not determined in BPS:90/92, FTB status was determined for 884 in BPS:90/94. Of these 884, 165 (18.7 percent) were determined to be non-FTBs.[18] **Table III.1** shows second follow-up FTB rates, by level and control of NPSAS:90 school. FTB rate varied with both institutional control and (more markedly) level of offering. The institutional control differences were directionally consistent with those of the first follow-up. Level of offering, however, followed a different pattern than that in BPS:90/92. In the first follow-up, FTB rate increased with level of offering whereas in the second follow-up,

Table III.1 -- BPS:90/94 Full-Scale FTB Rate by NPSAS:90 Institution Type

Level	Control	Total with FTB Status Determined First in BPS:90/94	Confirmed FTB	
			Count	Percent
Total	Total	884	719	81.3
	Public	305	243	79.7
	Private, not-for-profit	318	280	88.1
	Private, for-profit	261	196	75.1
Less than 2 Year	Total	230	168	73.0
	Public	38	24	63.2
	Private, not-for-profit	16	10	62.5
	Private, for-profit	176	134	76.1
2-3 Year	Total	234	169	72.2
	Public	109	75	68.8
	Private, not-for-profit	40	32	80.0
	Private, for-profit	85	62	72.9
4+ Year[a]	Total	420	382	91.0
	Public	158	144	91.1
	Private, not-for-profit	262	238	90.8

NOTE: Statistics are based on 884 students for whom FTB status was determined in BPS:90/94 (2 confirmed FTB cases were interview nonrespondents); all percentages are based on row totals. A 2 by 8 chi-square test for independence of level/control and FTB rate yielded a significant difference by level and control of NPSAS institution (χ^2=56.00, df=7, p<0.0005).

[a] Includes schools offering doctoral, first professional, and other graduate programs as well as those that do not; no private, for-profit schools are included at this level.

---

[17] There were 18 cases which had been determined BPS-eligible in BPS:90/92 but were BPS:90/92 nonrespondents because they answered no other information. A total of 2,710 non-FTBs (about 29 percent of those for whom eligibility was determined or modeled) had been identified (either deterministically or stochastically) during BPS:90/92.

[18] Four sample members identified in BPS:90/92 as FTBs were actually non-FTBs and thus BPS-ineligible. The non-FTB rate among BPS:90/92 nonrespondents is considerably lower than that previously experienced among BPS:90/92 respondents (28 percent); this indicates, among other things, that post-CATI non-FTB modeling done in BPS:90/92 appropriately excluded a fair number of actual non-FTBs from the group of BPS:90/92 nonrespondents. The non-FTB rate was slightly less than that predicted for this group in the BPS:90/92 Final Report (20.3 percent: see NCES 94-369).

BEST COPY AVAILABLE

FTB rates were similar for the less-than-two year and 2-3 year schools, but increased markedly for the 4 year schools. In fact, the second follow-up FTB rate was 91.0 percent for 4-year schools compared to 76.7 percent in BPS:90/92.

As shown on the second page of **Figure III.2**, a total of 6,786 of the located sample members were interviewed. Of these, 5,926 were full interviews and 691 were partial interviews (including 448 current status interviews).[19] Discounting exclusions, the 6,786 interviewed represent *a 95.2 percent raw interview rate among those located.*[20] Discounting the 21 estimated remaining non-FTBs among the 2-time nonrespondents, *the estimated conditional interviewing rate among applicable sample members was 95.5 percent.* Of those located but not interviewed, 77.3 percent explicitly refused to participate in the study. Insufficient time can be attributed to some (20.4 percent) of the remainder of those located but not interviewed; however, most of these represent implicit refusal cases (e.g., those with sequences of broken interview appointments; those using answering machines or other people acting as "gatekeepers" to screen incoming calls).

3. Response Rate

Overall response rate (including both locating and interviewing) can be obtained as the product of the previously reported rates.[21] The *raw overall full-scale response rate was 87.2 percent*; excluding estimated remaining non-FTBs, the *estimated response rate for appropriate sample members is 88.2 percent.* Weighted response rates (i.e., estimation of population coverage) were generally comparable to the unweighted results presented here (see Chapter VI).

B. Locating Outcomes

1. Correlates of Contacting Rates

Locating/contacting rates were related to two examined factors: first follow-up response status and type of NPSAS:90 school. Contact as a function of these two factors is shown in **Tables III.2** and **Table III.3** respectively.[22] Contacting rates were 20 percentage points higher for prior respondents (over 95 percent) than for prior non-respondents (about 75 percent). First follow-up nonrespondents included those who were not located in BPS:90/92, those for whom time ran out after contact but before interviewing, and those who explicitly refused to take part in the first follow-up interview. First follow-up nonrespondents differed from prior respondents in a number of ways. Lack of response meant that available phone and address information was at least four years old and less reliable in many cases (making both CATI and CATI-external

---

[19] For those identified as non-FTBs in the interview, the interview was terminated, and considered complete, as soon as they had completed that portion of Section A determining eligibility. Partial interview was defined as either confirming/updating the set of schools attended in Section B or responding to the current status interview, which, by definition, are applicable only to confirmed FTBs.

[20] Seven exclusions were identified among the located sample members: one that died; two that were incapable of participating; and four that moved out of reach after initial contact.

[21] Rates can also be determined directly from Figure III.2, with appropriate adjustments of the base.

[22] In both of these examinations, the 127 "exclusions" cases identified during tracing operations were not considered.

Table III.2 -- Contacting Rates by BPS:90/92 Response Status

Prior Response Status	Number of Students[a]	Number Contacted	Percent Contacted
Total	7,787	7,132	91.6
BPS:90/92 Non-Respondent	1,348	1,012	75.1
BPS:90/92 Respondent	6,439	6,120	95.1

NOTE: Contact is defined as speaking with sample member by telephone or receiving a completed current status interview sheet from the sample member.

[a] Does not include 127 "exclusions" identified during locating.

Table III.3 -- Contacting Rates by Type of NPSAS:90 Institution

Level	Control	Number of Students[a]	Number Contacted	Percent Contacted
Total	Total	7,787	7,132	91.6
	Public	3,164	2,946	93.1
	Private, not-for-profit	3,044	2,879	94.6
	Private, for-profit	1,579	1,307	82.8
Less than 2 Year	Total	1,332	1,107	83.1
	Public	245	218	89.0
	Private, not-for-profit	78	74	94.9
	Private, for-profit	1,009	815	80.8
2-3 Year	Total	1,939	1,729	89.2
	Public	982	880	89.6
	Private, not-for-profit	387	357	92.2
	Private, for-profit	570	492	86.3
4+ Year[b]	Total	4,516	4,296	95.1
	Public	1,937	1,848	95.4
	Private, not-for-profit	2,579	2,448	94.9

NOTE: Contact is defined as speaking with sample member by telephone or receiving a completed current status interview sheet from the sample member.

[a] Does not include 127 "exclusions" identified during locating.

[b] Includes schools offering doctoral, first-professional, and other graduate-level program, as well as those that do not; no private, for-profit schools included at this level.

locating more difficult). Also, prior explicit (and implicit) refusal cases had already shown resistance to cooperation.

Contacting rates by level of institutional offering, with the exception of private not-for-profit institutions, show an increasing trend as level of offering increases — with those at 4-year schools being the easiest to contact.[23] Contacting rates for those attending private, for-profit institutions are considerably lower than those for other sectors, overall and within each level of offering. A correlate of ease of locating is probably differential demographics (including mobility) of the client populations for the different school sectors and offering levels. Regardless of the factors affecting rate differentials, however, NPSAS:90 school type is clearly related to location rates; consequently, school type was used in nonresponse weight adjustments (see Chapter VI).

---

[23] No private, for-profit institutions were included at the 4-year level of offering.

2. CATI-External Locating

a. Relative Effectiveness of Locating Sources

Table III.4 presents the overall efficiency of the four CATI-external locating sources measured by percent of all cases contacted. In addition, this table includes the existing telephone numbers from the BPS:90/92 locator file. Locating efficiency is defined by the percent of all contacted BPS sample members who were directly contacted at a telephone number provided by or confirmed by that source. Because the phone number at which the sample member was contacted could have been provided by multiple sources or activities, source attribution in this table is not unique.[24] Also, efficiency rates presented here are restricted to *direct contact of the sample member at the telephone number*. If indirect contacts (i.e., obtaining the CATI contact number through a third party at another number provided by a CATI-external source) were considered, the non-unique overall efficiency rate for the BPS:90/92 locator file would increase dramatically. The overall efficiency of the NCOA source would also increase substantially; however, efficiency rates for the prenotification mailing and intensive tracing would remain relatively stable.

Table III.4 -- Overall Efficiency of CATI-External Locating Sources in Providing the Telephone Number at which Sample Member Was Contacted

Source	Contact/Resolved Count for Source-Provided Number	Percent of All Cases Contacted/Resolved
BPS: 90/92 Locator File	2,840	39.1
NCOA Updates/Confirmations	2,001	27.6
Prenotification Mailing	778	10.7
Intensive Tracing	792	10.9

NOTE: Statistics are for telephone numbers at which the sample member was reached (or determined an exclusion) in CATI; percentages based on the total of 7,259 contacted or resolved. Telephone numbers provided or confirmed by multiple sources are counted for each applicable source; contact numbers obtained in CATI (even if determined indirectly from a number provided through a listed source) are not included in this table.

Table III.5 provides an analysis of the unique incremental contact efficiency as additional CATI-external locating activities are considered. The table begins with a base of 39.1 percent, which is the percentage of cases for which a pre-existing BPS:90/92 number resulted in a CATI contact (i.e., no update from a source was needed). From this base of 39.1 percent of the cases, the addition of each of the locating sources/activities reveals its unique contribution to the total overall CATI contact rate. The order in which the sources are listed in the table generally reflects the order in which activities/sources were considered and/or available. Of the 7,259 cases contacted/resolved in CATI, 57.9 percent were contacted at a telephone number provided by one of the four activities/sources considered previously in **Table III.4**. The most striking result presented in **Table III.5** is the continued utility of the BPS:90/92 preload numbers.

---

[24] For instance, an existing phone number from the BPS:90/92 locator file could have been confirmed by NCOA, confirmed by the sample member through a mail return, and reconfirmed in intensive tracing. In this example, the CATI contact number would be attributable to all sources shown in the table, and the contact would be counted in each of the four categories.

Table III.5 -- Incremental Overall Effectiveness of BPS:90/94 Locating Activities

Order of Source/Activity	Increment Contacted/Resolved		Cumulative Contacted/Resolved	
	Number	Percent[a]	Number	Percent
BPS:90/92 Locator File	2,840	39.1	2,840	39.1
NCOA Updates	335	4.6	3,175	43.7
Prenotification Mailing	415	5.7	3,590	49.5
Intensive Tracing	613	8.4	4,203	57.9
CATI-based Locating[b]	3,056	42.1	7,259	100.0

NOTE: Effectiveness defined as direct contact with sample member (or determination that sample member is deceased, incapacitated, or unavailable) at number provided uniquely by source/activity considered. The specific order in which sources are considered affects its unique incremental contribution; the order used in this table generally reflects the order in which activities/sources were considered and/or available.

[a] Percentages based on the 7,259 contacted or resolved sample members (7,132 contacted and 127 exclusions).

[b] Over 90 percent of this locating could be attributed to indirect contact with sample member through a number provided by one of the other sources; the remainder resulted from directory assistance calls by CATI interviewers.

The remaining 42.1 percent were contacted at new numbers obtained during CATI locating efforts (suggesting a highly mobile sample for this follow-up). Nearly all such new numbers were obtained from individuals contacted at numbers previously preloaded in the CATI system (including those with NCOA updates).

b. NCOA Update Outcomes

Table III.6 presents the results of the NCOA mailing address submission for the BPS:90/94 full-scale sample. Of the 7,914 cases submitted to NCOA, 7,894 had permanent address records and 7,790 had current address records. The NCOA lookup provided updated forwarding addresses for 1,928 (24.4 percent) of the cases with student permanent address records and 2,040 (26.2 percent) of the cases with student current addresses.

Table III.6 -- Results of NCOA Mailing Address Submission

Address Type Submitted to NCOA	Total	NCOA Result Reported					
		No NCOA Action		NCOA Undeliverable		New NCOA Address	
		Number	Percent	Number	Percent	Number	Percent
Student Permanent Address	7,894	5,399	68.4	567	7.2	1,928	24.4
Student Current Address	7,790	4,716	60.5	1,034	13.3	2,040	26.2

NOTE: Statistics for each row are based on cases having the applicable mailing address for submission to NCOA.

NCOA updated students' current and/or permanent telephone numbers for 1,183 (15 percent) of the 7,914 cases submitted. Confirmation of student current and/or permanent telephone numbers were provided for 2,215 (28 percent) of the cases, while no NCOA updates or confirmations were provided for 4,516 (57.1 percent) of the cases.

One indication of the effectiveness of the NCOA telephone updates and confirmations is the ultimate CATI outcomes for these cases. **Table III.7** compares CATI outcomes for cases receiving: no NCOA student telephone information; cases with at least one NCOA-updated

BEST COPY AVAILABLE

Table III.7 -- Effectiveness of NCOA Telephone Activities in CATI

NCOA Outcome	Outcome Count	Contacted/Resolved in CATI	
		Count	Percent
Total	7,914	7,259	91.7
No Action	4,516	4,009	88.8
Update(s)	1,183	1,122	94.8
Confirmations(s) only	2,215	2,128	96.1

NOTE: Effectiveness defined as direct contact with sample member or determination that sample member is deceased, incapacitated, or unavailable at a number provided uniquely by source/activity considered.

telephone number; and cases with at least one confirmed telephone number but no updated telephone information. Among students for whom NCOA provided at least one updated phone number, CATI contact/resolution was achieved for nearly 95 percent, while the contact/resolution rate was over 96 percent for those with only confirmed phone numbers. These rates were markedly higher than for those receiving no updated or confirmed telephone numbers from NCOA (less than 89 percent).

The effectiveness of NCOA operations can also be assessed in terms of outcomes of their activities external to CATI as shown in **Table III.8.**[25] Most student telephone numbers that were confirmed or updated by NCOA received a high priority ranking on the CATI interviewers' rosters of initial telephone numbers. Therefore, in most preliminary CATI contacting attempts, the interviewers attempted to reach the BPS participant at confirmed or updated NCOA telephone numbers when they were provided. Of the 1,183 cases that had at least one updated student phone number, post-CATI intensive tracing was required for only 6.9 percent. Similarly, only 136 (6.1 percent) of the 2,215 cases with at least one confirmed student telephone number

Table III.8 -- Effectiveness of NCOA Telephone Activity in CATI-External Intensive Tracing

NCOA Outcome	Outcome Count	Pre-CATI Tracing				Post-CATI Tracing			
		Activated[a]		Contacted/Resolved in CATI		Activated		Contacted/Resolved in CATI	
		Count	Percent[b]	Count	Percent[c]	Count	Percent[b]	Count	Percent[d]
Total	7,914	964	12.2	445	46.2	808	10.2	193	23.9
No Action	4,516	742	16.4	289	38.9	590	13.1	136	23.1
Update(s)	1,183	74	6.3	47	63.5	82	6.9	20	24.4
Confirmation(s) only	2,215	148	6.7	109	73.6	136	6.1	37	27.2

NOTE: Effectiveness defined as direct contact with sample member or determination that sample member is deceased, incapacitated, or unavailable at a number provided uniquely by source/activity considered.

[a] Cases were selected for pre-CATI intensive tracing independent of NCOA outcome; they were selected if not located in BPS:90/92.

[b] Percent based on outcome count for row under consideration

[c] Percent based on activated pre-CATI count for row under consideration.

[d] Percent based on activated post-CATI count for row under consideration; the limited time available for CATI activities subsequent to post-CATI intensive tracing restricted the effectiveness.

---

[25] Cases were selected for pre-CATI intensive tracing independent of NCOA outcome; they were selected if not located in BPS:90/92. Thus, NCOA-provided telephone information had no effect on the frequency of cases activated during pre-CATI tracing. However, the impact of NCOA activities on the number of cases activated during post-CATI intensive tracing can be evaluated.

were activated in post-CATI external tracing after the CATI interviewers' initial contact attempts failed. In comparison, slightly over 13 percent of the cases with no NCOA confirmations or updates needed post-CATI intensive tracing. **Table III.8** also shows that CATI contact/resolution rates were higher for intensive tracing cases for which any NCOA telephone number updates and/or confirmations were received, particularly pre-CATI tracing cases.

c. Prenotification Mailing

Of the 7,914 students in the BPS:90/94 full scale sample, complete mailing address information was available for 7,878. **Table III.9** displays mailing outcomes by the type of address to which the mail packet was sent. Of the initial mailings, 7,194 (91.3 percent) were sent to a student permanent address, 667 (8.5 percent) to a student current address, and 17 (0.2 percent) to a parent address. The post office returned as undeliverable 756 of the mailings sent to first choice addresses. Of these, 552 were remailed to second choice addresses. Students returned 998 (12.7 percent) of the update/confirmation requests sent to either a first or second choice address.

Table III.9 -- Prenotification Mailing Outcomes by Address to Which Mailing Was Sent

Address to Which Mailing Was Sent	Total	Returned by Student		Returned Undeliverable with No Forwarding Address		Never Returned	
		Number	Percent[a]	Number	Percent[a]	Number	Percent[a]
All Mailings	7,878	998	12.7	284	3.6	6,596	83.7
First Choice Address							
Permanent	7,194	866	12.0	661	9.2	5,667	78.8
Current	667	87	13.0	94	14.1	486	72.9
Parent	17	4	23.5	1	5.9	12	70.6
Second Choice Address							
Permanent	63	4	6.4	12	19.1	47	74.6
Current	102	1	1.0	36	35.3	65	63.7
Parent	387	36	9.3	32	8.3	319	82.4

NOTE: No mailing was sent to 36 sample members for whom no suitable address information was available. Cases whose mail packets were remailed to a second choice address are counted in the row of the second choice address type.

[a] Percent is based on row total.

Table III.10 presents CATI contact/resolution rates by prenotification mailing status (mailed, returned undeliverable or never mailed). Cases whose mail packets were never remailed to a second choice address are counted in the row of the first choice address type. Cases whose mail packets were remailed to a second choice address are counted in the row of the second choice address type. CATI contact/resolution rates were highest (92.5 percent) for those cases whose mail packets were sent to a permanent address.[26] Contact/resolution rates for those known not to have received the mailing were lowest by far (under 70 percent both for those returned undeliverable and for those never mailed).

---

[26] The permanent address was the first choice address, if available and complete.

Table III.10 -- CATI Outcomes by Prenotification Mailing Status

Mailing Status	Total	Contacted/Resolved in CATI	
		Number	Percent
Total	7,914	7,259	91.7
Total Mailed[a]	7,594	7,038	92.7
Permanent Address	6,584	6,136	93.2
Current Address	639	571	89.3
Parent Address	371	331	89.2
Returned Undeliverable with No Forwarding Address[b]	284	198	69.7
Never Mailed[c]	36	23	63.9

NOTE: CATI contact is defined as speaking with sample member directly or receiving a completed current status interview sheet from the sample member; resolution is defined as identifying sample member as deceased, incapacitated, institutionalized, or otherwise unavailable during the data collection period.

[a] Excludes those returned undeliverable with no forwarding address information and no suitable alternative address.

[b] Includes only those without suitable alternative address information.

[c] No suitable address information available.

As part of the CATI interview, students were asked if they had received the prenotification mail packet. Of the 7,594 students to whom the packet was sent (and not returned undeliverable), 6,929 were contacted in CATI. Of these, 2,867 (41.4 percent) said they received the mailing. **Table III.11** categorizes these responses according to the type of address to which the mail packet was sent.

d. Pre- and Post-CATI Intensive Telephone Tracing

Table III.12 shows results of the CATI-external intensive telephone tracing efforts. During the pre-CATI intensive telephone trace, locators obtained updated or confirmed telephone numbers for 516 (53.5 percent) of the 964 cases activated; however, ten of these cases explicitly refused further participation in the study. An additional 27 (2.8 percent) cases were resolved as "exclusion" cases. Of the remaining 421 (43.7 percent) unresolved cases, 12 were verified as having no telephone and 75 had current address information but an unobtainable

Table III.11 -- Student Report of Receipt of Mailing by Type of Address to Which Mailing Was Sent, for Cases Contacted in CATI

Address to Which Mailing was Sent	Total Contacted in CATI (of those to whom mailing was sent)[a]	Reported Receiving Mailing		No Reported Mailing Receipt[b]	
		Number	Percent	Number	Percent
All Addresses	6,929	2,867	41.4	4,062	58.6
Permanent Address	6,046	2,540	42.0	3,506	58.0
Current Address	557	256	46.0	301	54.0
Parent Address	326	71	21.8	255	78.2

NOTE: Excludes those never sent a mailing as well as those returned undeliverable with no suitable alternative address.

[a] CATI contact is defined as speaking with sample member directly or receiving a current status interview sheet from the sample member.

[b] Includes individuals who refused to answer the question.

Table III.12 -- Results of Pre- and Post-CATI Intensive Telephone Tracing

	Pre-CATI		Post-CATI	
Telephone Intensive Tracing Results	**Number**	**Percent[a]**	**Number**	**Percent[b]**
Total	964	100.0	808	100.0
Located, Phone Number Obtained	506	52.5	384	47.5
Current Status Update Completed, Student Refused Phone Number	NA	NA	1	0.1
Located in CATI	NA	NA	9	1.1
Located, Student Refusal	10	1.0	6	0.7
Not Located, Student Refusal	1	0.1	8	1.0
Address Confirmed/Non-Published Telephone Number	75	7.8	67	8.3
Confirmed No Telephone	12	1.2	15	1.9
Unavailable	21	2.2	4	0.5
Deceased	5	0.5	0	0.0
Unlocatable	334	34.7	314	38.9

[a] Of total in pre-CATI telephone trace.
[b] Of total in post-CATI telephone trace.

telephone number. A majority of these unresolved cases were activated in pre-CATI field tracing.[27]

The post-CATI telephone trace resulted in updated or confirmed student telephone numbers for 399 (49.4 percent)of the 808 cases activated.[28] An additional 13 (1.6 percent) cases were resolved as "exclusions". A current status interview sheet was completed for one of these. The 396 (49.0 percent) unresolved cases included 15 who were verified as having no telephone and 67 with current address information but no updated or confirmed telephone number. With the exception of "no telephone" cases and cases that entered the external trace too late to be sent to the field, all of the unresolved cases were activated in post-CATI field tracing.

Table III.13 displays CATI contact/resolution rates (as previously defined) for cases located in pre- and post-CATI telephone tracing, according to locating method. Of the 516 located pre-CATI cases, 419 (81.2 percent) were contacted or resolved in CATI without subsequent intensive tracing. The contact/resolution rate is slightly lower for the 399 located post-CATI cases. This difference can be attributed mainly to time constraints on CATI operations following the post-CATI trace. Of those located, 313 (78.4 percent) were contacted/resolved in CATI. Within both pre- and post-CATI operations, variations exist in the effectiveness of particular locating methods. However, small sample sizes preclude meaningful generalizations. The source of the most student telephone numbers for pre-CATI cases was the CBI credit bureau. Along with NCOA and the TRW credit bureau, it was a considerably effective source. For post-CATI cases, effective sources were the prenotification mailing and the CBI and TRW credit bureaus.

---

[27] Some were located through the prenotification mailing before being sent to the field.

[28] Of these, six explicitly refused further participation in the study.

BEST COPY AVAILABLE

Table III.13 -- CATI Contact/Resolution Rates for Cases Located in Telephone Intensive Tracing by Locating Method

	Pre-CATI			Post-CATI		
	Number Located Through Source	Subsequently Contacted/Resolved in CATI[b]		Number Located Through Source	Subsequently Contacted/Resolved in CATI	
Telephone Number Source[a]		Number	Percent		Number	Percent
Total	516	419	81.2	399	313	78.5
CBI Credit Bureau	202	168	83.2	108	95	88.0
BPS:90/92 CATI Telephone Number	195	156	80.0	13	11	84.6
BPS:90/94 CATI Telephone Number	NA	NA	NA	159	108	67.9
Unique NCOA Telephone Number[c]	40	36	90.0	NA	NA	NA
Other Locating Procedures[d]	26	16	61.5	13	10	76.9
TRW Credit Bureau	22	18	81.8	28	25	89.3
Mailout Information	NA	NA	NA	19	17	89.5
DA Check of NCOA Address	8	6	75.0	10	7	70.0
Located at Parent Telephone Number	7	5	71.4	11	9	81.8
DA Check of 1990/92 Address	4	4	100.0	14	11	78.6
Institution	2	2	100.0	8	7	87.5
CD-ROM Search	NA	NA	NA	1	1	100.0
Located in CATI	NA	NA	NA	9	7	77.8
Located - Student Refusal	10	8	80.0	6	5	83.3

NOTE: CATI contact is defined as speaking with sample member directly; resolution is defined as identifying sample members as deceased, incapacitated, institutionalized, or otherwise unavailable during the data collection period.

[a] The source of a telephone number is based on the final disposition of that case.

[b] Count includes only cases which were contacted/resolved based on pre-CATI telephone intensive tracing information.

[c] All NCOA-provided telephone numbers for post-CATI cases were attempted by CATI interviewers during BPS:90/94. Post-CATI cases that were located through an NCOA-provided telephone number are counted in the row above.

[d] Includes cases located through residential directories available at local libraries or through tax assessor information.

e. Pre- and Post-CATI Intensive Field Tracing

Field tracing results are displayed in **Table III.14**. Of the 410 cases activated in pre-CATI field tracing, Equifax obtained updated or confirmed student telephone numbers for 135 (32.9 percent). An additional 5 cases were resolved either by Equifax or through the prenotification mailing. Equifax was unable to locate 270 (65.8 percent) of the pre-CATI cases sent to them. To enhance our locating yield for those not located in Equifax pre-CATI field trace, field locating measures were attempted by contractor staff at Abt for a subsample that could be geographically clustered.[29] Even though Abt field locators were assigned previously

---

[29] All but two of the 111 cases worked in the Abt field effort were unlocatable by Equifax. These two were no phone cases that were never sent to Equifax.

Table III.14 -- Results of Pre- and Post-CATI Intensive Field Tracing

Field Intensive Tracing Results	Pre-CATI				Post-CATI	
	Equifax Field Tracing		Abt Tracing		Equifax Field Tracing	
	Number	Percent	Number	Percent	Number	Percent
Total	410	100.0	111	100.0	302	100.0
Student Phone # Obtained	135	32.9	52	46.9	94	31.1
Otherwise Resolved	5	1.2	16[b]	14.4	2[d]	0.7
Final Unlocatable	270[a]	65.9	43[c]	38.7	206	68.2

[a] Of these, 4 were subsequently located through additional telephone tracing at Abt.

[b] Abt field locators completed current status interview sheets for 8 of these.

[c] Of these, 1 was subsequently located through additional tracing at Abt.

[d] One of these was located through an address provided by the Department of Motor Vehicles. The other was located through the prenotification mailing.

unlocated cases, they located a higher percentage than Equifax. They obtained updated or confirmed student telephone numbers for 52 (46.8 percent) cases and resolved an additional 16 (14.4 percent).

Due to time limitations, post-CATI field trace cases were worked only by Equifax. The post-CATI Equifax locating rate was similar to the pre-CATI rate. Of the 302 post-CATI cases sent to Equifax, updated or confirmed student telephone numbers were obtained for 94 (31.1 percent). An additional 2 (0.7 percent) were located in telephone trace after having been activated in the field.

Of the 135 pre-CATI cases for whom Equifax obtained a student telephone number, 107 (79.3 percent) were contacted/resolved in CATI without further intensive tracing (see **Table III.15**). For pre-CATI cases located in the Abt follow-up field effort, the CATI contact/resolution rate was 69.2 percent. The difference in rates is mainly due to time constraints on CATI operations following the second stage field tracing. Also, the majority of cases assigned to the Abt field effort had been final unlocatables at Equifax and were therefore relatively elusive.[30] The CATI contact/resolution rate for post-CATI cases located by Equifax was slightly lower than the pre-CATI rate. Of the 94 cases for which Equifax obtained student telephone numbers, 68 (72.3 percent) were contacted or resolved. Again, the decrease is attributable to the fact that the CATI interviewers had less time to contact such located cases.

C. CATI Quality Circles

Regularly scheduled *quality circle* meetings, during which interviewers, supervisors, and project technical staff met to discuss operational issues, were planned components of the full-scale operations and evaluation. Because the quality circle meetings proved to be so successful in the field test, the technical and interviewing staff agreed that meeting once per week (as opposed to once every two weeks during the field test) during the course of the data collection period would be extremely beneficial. The consensus among both technical and interview staff was that, once again, the quality circle meetings were extremely useful. Specifically, these meetings provided an open forum where issues pertinent to CATI interviews could be discussed.

---

[30] Abt field tracing was initiated in July of 1994, late in CATI operations.

Table III.15 -- Results of Pre-CATI Intensive Field Tracing by CATI Contact/Resolution Rates

	Equifax Field Tracing		Subsequently Contacted or Resolved in CATI		Sent to Abt Field[a]		Subsequently Contacted or Resolved in CATI	
Field Intensive Tracing Results	**Number**	**Percent[c]**	**Number**	**Percent[d]**	**Number**	**Percent[e]**	**Number**	**Percent[f]**
Total	410	100.0	111	27.1	111	100.0	51	46.0
Student Phone # Obtained	135	32.9	107	79.3	52	46.9	36	69.2
Located Through Mailout	1	0.2	1	100.0	0	0.0	0	0.0
Student Will Call RTI	1	0.2	0	0.0	1	0.9	1	100.0
Phone # Refused - Current Status and Eligibility Questionnaires Complete	NA	NA	NA	NA	2	1.8	2	100.0
No Phone - Current Status and Eligibility Questionnaires Complete	NA	NA	NA	NA	6	5.4	6	100.0
Out of Country	3	0.7	3	100.0	5	4.5	5	100.0
Unavailable	0	0.0	0	0.0	1	0.9	1	100.0
Final Refusal	0	0.0	0	0.0	1	0.9	0	0.0
Final Unlocatable	270	65.9	0	0.0	43	38.7	0	0.0
Located Through Additional Telephone Tracing After Unlocatable in Field[b]	4	NA	3	75.0	1	NA	0	0.0

NOTE: CATI contact is defined as speaking with sample member directly; resolution is defined as identifying sample member as deceased, incapacitated, institutionalized, or otherwise unavailable during the data collection period.

[a] These cases were selected based on ability to cluster five or more cases geographically per field locator, based on exact locating information for the individuals. All but two of these cases were final unlocatables at Equifax; the two other cases were "no phone" cases.

[b] Cases in this row are also counted in the "Final Unlocatable" row.

[c] Based on total number undergoing Equifax pre-CATI field tracing.

[d] Based on number undergoing Equifax pre-CATI field tracing for given row.

[e] Based on total number sent to Abt field tracing.

[f] Based on number sent to Abt field tracing for given row.

BEST COPY AVAILABLE

CATI staff attended quality circle meetings on a rotating basis so that all interviewers had the opportunity to attend at least once every four weeks; summaries of discussions and decisions were rapidly disseminated to all staff members so that those who did not attend the meeting could also benefit.

A number of important revisions to both the instrument and procedures were implemented as a result of the quality circle meetings held during the BPS:90/94 field test. For instance, the interviewers requested that the instrument be revised to include more historical and tracing source information in the CATI tracing module in order to facilitate CATI locating. The instrument was modified accordingly, and as a result, CATI locating efforts were more successful in the full-scale study. Interviewers also suggested that the instrument include subjects' names and phone numbers as a header for all screens. As expected, this revision facilitated personalization of the interview.

Some of the issues covered in quality circle meetings for the full scale study included:

- Automatic scheduling of interview cases to interviewer: Subjects are categorized into groups (such as "prior refusals") and then each group is automatically assigned to an interviewing queue.
- Refinements in interviewing techniques: For example, towards the end of the interview, parenthetical statements such as "(and your spouse's income, if married)" should not need to be read to the subject. At that point in the interview, the interviewer should know whether or not the subject is married.
- Clarification of ambiguities in the instrument: Some issues such as "hours worked while in school" caused confusion.
- Tracing and locating troubleshooting: For instance, interviewers suggested that the script be revised to read, "I am calling *about an educational study* for the Department of Education," because mentioning the Department of Education first made some locating sources suspect that the call was in reference to a student loan debt.
- Refusal conversion: Various techniques were discussed including use of the "current status update" which was designed to gain partial cooperation from those that were unwilling to participate in the survey otherwise.
- On-line coding of interview data: There was some confusion regarding coding such items as school (e.g., if a school was not found in the specified city, interviewers needed to access the state-wide list of schools).
- Setting appointments for callbacks: Discussion in this area included establishing appropriate time ranges for "hard" (definite) appointments; appointments that are either too broad or too narrow can increase the likelihood that the subject will not be at home when called.
- Interview monitoring: Error rates for certain aspects of the interviewing process (e.g. question delivery) were discussed.
- Leaving messages on answering machines: Messages left on answering machines yielded a fairly high response rate; subjects actually did return calls (see Section III.D.5 for discussion).

In summary, weekly quality circle meetings proved to be quite successful in accomplishing the goal of increasing interview efficiency and accuracy because they provided for timely resolution of problems. Because the BPS:90/94 quality circle meetings were so productive, we expect to hold similar meetings for all of our future CATI efforts.

D. CATI Outcomes

1. Details of Interviewing Rates

Interviewing rates, given contact with the sample member, were examined as a function of (1) first follow-up response status and (2) type of NPSAS:90 school. Interviewing rates, as shown in **Table III.16**, were higher for contacted prior respondents than for contacted prior nonrespondents by almost 8 percentage points. The lower rate for prior nonrespondents may be attributed in part to those cases who refused to participate in BPS:90/92 as well as BPS:90/94. The BPS:90/94 interview was also somewhat different *and longer* (see Section III.E) for prior nonrespondents (as well as for some prior partial respondents); eligibility determination was necessary for that group only, and retrospective data (for the 2-year period covered by the BPS:90/92 interview) was needed for important items (e.g., spells of education and employment, income, and education financing data).

Table III.16 -- Interviewing Rates by BPS:90/92 Response Status

Prior Response Status	Number Contacted[a]	Number Interviewed[b]	Percent Interviewed[c]
Total	7,125	6,786	95.2
BPS:90/92 Non-Respondent	1,009	894	88.6
BPS:90/92 Respondent	6,116	5,892	96.3

NOTE: Counts do not include identified "exclusions", but include interviewed non-FTBs.

[a] Contact defined as speaking with sample member by telephone or receiving a completed Current Status Update Sheet from the sample member.

[b] Includes full and partial interviews.

[c] Based on number contacted for given row.

As shown in **Table III.17**, interviewing rates by type of institution, given contact, were very similar for almost all types; this results differs from the contacting rates discussed previously (see **Table III.3**). As was the case for contacting rates, interviewing rates are similar for those at public and private, not-for-profit institutions. The rates drop slightly for those attending private, for-profit institutions, in contrast to the dramatic drop with the contacting rates.

2. Incidental CATI-Related Operations

a. Response to Reliability Reinterview

Random selection for reliability reinterview was accomplished on-line, at the completion of the main interview (i.e., only confirmed FTBs who completed all sections were

Table III.17-- Interviewing Rates by Type of NPSAS:90 Institution

Level	Control	Number Contacted[a]	Number Interviewed[b]	Percent Interviewed[c]
Total	Total	7,125	6,786	95.2
	Public	2,942	2,808	95.4
	Private, not-for-profit	2,878	2,753	95.7
	Private, for-profit	1,305	1,225	93.9
Less than 2 Year	Total	1,104	1,043	94.5
	Public	217	208	95.9
	Private, not-for-profit	74	67	90.5
	Private, for-profit	813	768	94.5
2-3 Year	Total	1,728	1,626	94.1
	Public	879	833	94.8
	Private, not-for-profit	357	336	94.1
	Private, for-profit	492	457	92.9
4+ Year[d]	Total	4,293	4,117	95.9
	Public	1,846	1,767	95.7
	Private, not-for-profit	2,447	2,350	96.0

NOTE: Counts do not include identified "exclusions", but include interviewed non-FTBs.

[a] Contact is defined as speaking with sample member by telephone or receiving a completed Current Status Update Sheet from the sample member.

[b] Includes full and partial interviews.

[c] Based on number contacted for given row.

[d] Includes schools offering doctoral, first-professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

eligible).[31] A total of 201 were initially selected to yield the targeted 200 cases agreeing to participate in a reinterview. Reinterviews were conducted between May and July 1994. The reinterview itself (copy provided in Appendix C) was a brief subset of the main interview and contained preloads from the original interview.

Final status of the reinterview effort is detailed in **Table E.1** (see Appendix E). Among the 200 initially agreeing to complete a reliability reinterview, full reinterviews were obtained from 194 (97 percent).[32] The distribution by level and control of NPSAS:90 school for the reinterview respondents is similar to that of the main interview full-eligible respondents; so reinterview respondent group appears to be representative of the BPS:90/94 eligible respondents. Analysis of the reinterview data is provided subsequently in Section IV.B.

b. Remailings

Sample members were asked at the start of the interview if they received a letter explaining the study (a part of the prenotification mailing: see Appendix B). Although not included as an explicit question in the interview, those who did not receive the mailing could ask to have it sent to their current address; two percent indicated they would not continue without the letter. Those desiring such a mailing were asked for a current address; this information was written, together with the sample member's name, to an external file, which was accessed daily to print labels for the remailings. Those who did not receive the letter *and* did not request remailing were read the more relevant information from the letter.

---

[31] Three digit random numbers for reinterview selection were preloaded. For completed cases, the number was compared with a threshold. Those with a number below the threshold were selected for reinterview. The initial threshold value was 200 (20 percent sampling). When most cases had been selected, it was reduced to 50 (5 percent). Finally, selection was stopped when 200 of the selected cases agreed to participate in the reinterview.

[32] Of the remaining 6 cases, 3 were unavailable during the reinterview survey period and 3 could not be recontacted.

Remails were sent to 65 students who would not continue without a letter. Three of the remails were returned undeliverable and one sample member moved out of the calling area for the data collection period. Of the 61 remaining, 51 (83.6 percent) responded to the interview (one of whom was a non-FTB).[33] Additionally, there were nine remails sent as a result of a parent or other contact who requested a letter be sent to the student before the student would consider participation in the study.

c. Call-in Capability

While the bulk of interviews was achieved by interviewers initiating contact with sample members, some respondents called-in to a toll free number to be interviewed. Call-ins were solicited in a variety of ways. Mailed materials in the prenotification packet and, where applicable, follow-up mail contact materials encouraged call-in and provided the toll free number. Call-ins were also solicited by phone either by leaving a message on the sample member's answering machine or by providing the toll-free number to a "locator" who would convey the information to the student. Also, field locators provided the call-in number to sample members who were located but who had no telephone (or would not reveal their unlisted number). The call-in phone was staffed by the shift supervisor; when a call came in, the supervisor would request the sample member's name and determine the appropriate case ID from an on-line directory accessible alphabetically by name or by ID. The call and case ID would then be transferred to an available CATI interviewer. Final CATI records indicated that 195 call-in's were received (9 from "locators" and 186 from sample members) at some point during data collection. Cooperation was gained from 173 (93 percent) of these sample member call-ins.[34]

3. Partial Responses and Current Status Interviews

Because full, partial, and current status interviews were included in the interviewing statistics considered, overall response was also evaluated in terms of completeness of the interview.[35] Among the 6,617 sample members who were interviewed, 243 (3.6 percent) completed only partial interviews and 448 (6.6 percent) completed the current status interview.[36]

Partial interviews resulted from sample members breaking off the interview at some point after completing the school attendance section. To be considered eligible partial respondents, students had to have confirmed schools attended (including the identification of any new schools attended) or provided responses for the current status interview.[37] Such break-offs included explicit refusals to continue (in many cases after earlier refusals) as well as respondent requests to resume the interview at a later time followed by unsuccessful recontact (many of these latter cases probably represent implicit refusals).

---

[33] The ten cases for whom no interview was obtained consisted of five for whom time ran out, four who subsequently refused to participate, and one who was lost to further contact.

[34] The reported call-in count is a lower bound since not all incoming calls were noted in the CATI record.

[35] Recall that for non-FTBs the interview was completed once ineligibility status was completed.

[36] Thirty-nine current status interview respondents had completed partial interviews previously.

In the field test, partial respondents and contacted non-respondents comprised 16.3 percent of the contacted eligible sample members. Because of the pattern of early break-off, information available from partial respondents was only slightly greater than that for nonrespondents. Since typical partial respondents provided full information on only the earliest sections of the interview (one reason for the order of interview section administration), it was decided that study objectives might be better served if these cases instead, completed a small set of critical items. Therefore, a current status interview was developed for the full-scale survey to obtain responses to critical items for those who would otherwise not participate in the interview. This current status interview took less than a minute to administer. Items included in the interview were: postsecondary degree attainment information (what degree if any, when received and where); educational enrollment status as of February 1994 (whether or not attending school); and employment status as of February 1994 (whether or not working).

Major targets for the current status interview were students who had no phone or were attempting break-off prior to the completion of the degree attainment, educational enrollment, or employment status portions of the interview. Those refusing prior to completing these sections were placed in a special queue for experienced interviewers. A few weeks after the initial refusal, these interviewers would call back and tactfully try to gain cooperation for a full interview. If unsuccessful, students were asked if they would respond to the Current Status Interview. This two stage process of assigning cases to a special queue for subsequent callback was done not only to restrict callback to more experienced interviewers, but to minimize the use of the Current Status Interview option. Toward the end of the data collection period, only the most experienced interviewers remained, and they were allowed to administer the Current Status Interview at the time of first refusal if appropriate.

In all, 448 students participated in the Current Status Interview process.[38] As a result of the current status interview, 409 students were classified as respondents that would not have been otherwise (because they had broken off before providing employment, enrollment, and postsecondary degree attainment status as of February 1994). Employment status as of February 1994 was collected for another 39 that would have had no 1994 employment status information were it not for the current status interview.

There were three situations in which sample members were administered the Current Status Interview by mail. They either: (1) had no phone; (2) refused to answer any questions over the phone; or (3) another person for which contact was made ("a locator") refused for them, but requested that the Current Status Sheet be mailed to the student. Overall, 45 sample members were mailed a Current Status Sheet. Of the 45, two were exclusions and two were returned undeliverable. Of the remaining 41, 28 were "no phone" cases and 13 were the result of agreement to a mailing by either the student or a "locator". A positive response was obtained for 10 (24.4 percent) of these 41 students.[39]

---

[37] Three hundred forty-six sample members (4.9 percent of those located) broke off contact before completing school attendance information and also did not complete the current status interview; consequently, they were considered nonrespondents.

[38] Of the 448 current status interview respondents, four responded by mail, eight were personally interviewed by a field locator, and the rest were interviewed by telephone.

A total of 691 sample members (10.2 percent of total respondents) completed either a partial interview or current status interview. The distribution of these interviews by section of "break-off" is shown in **Table III.18**. The majority of the break-offs (76.6 percent), occurred prior to completion of Section B (educational experiences) of the interview. This section of the interview (see Appendix C) requested considerable information about outcomes and experiences in the postsecondary schools attended by sample members and was one of the longest sections of the interview (taking, on average, 8 minutes to complete). The bulk of those remaining (19.1 percent of the partial respondents) broke-off during Section C (employment experiences), the longest section (taking, on average, 8.9 minutes to complete). If Section C was completed, subsequent break-off was quite minimal; no final break-offs occurred in the final three sections of the interview.

Table III.18 -- Distribution of Final Break-Offs (Partial and Current Status Interviews), by Section

Break-off Before Completing Section	Number	Percent of Total
Total	691	100.0
B	529[a]	76.6
C	132[b]	19.1
D	5	0.7
E	11	1.6
F	10	1.4
G	4	0.6
H	0	0.0
I	0	0.0
J	0	0.0

NOTE: The current status interview was not administered to any partial respondent who completed the portion of the interview through job information in Section C.

[a] 439 current status interview cases included here, 30 of which completed partial interviews previously.

[b] Nine current status interviews (all of which were prior partial interviews) included here.

As discussed above, a new procedure to collect certain critical information for those unable or unwilling to participate otherwise was implemented by means of a Current Status Interview, administered by CATI interview, mail response, or personal interview with a field locator. Section M of the facsimile questionnaire of the main interview in Appendix C contains the items asked in the Current Status Interview. The copy administered by mail can be found in Appendix D.

---

[39] Four of the ten respondents to the mail request actually sent back the Current Status sheet. The other six responded by calling in on the toll-free number mentioned in the cover letter: four eligible full interviews, one partial interview, and one non-FTB interview.

4. Refusal Conversion

Efforts to gain cooperation from sample members during the full-scale survey included an extensive refusal conversion activity. Once a case initially refused to participate, that case was placed in a special queue, to which only a refusal conversion team of experienced interviewers could gain access. If members of this team also obtained refusals, the case was assigned to the most highly skilled subset of these interviewers. These interviewers called the sample members to try to gain full cooperation with the interview. The Current Status Interview was a tool available to them to obtain at a minimum the "critical item" information if they still refused to complete the entire interview. This tool proved to be extremely beneficial. A total of 598 sample members were a part of this firm refusal group. Cooperation was obtained for 410 (68.6 percent) of the students in this group; 17 were determined ineligible, 336 completed Current Status Interviews, 18 completed partial interviews, and 39 completed full interviews.

Table III.19 presents results of the conversion effort among the 1,083 contacted sample members who initially (and in some cases subsequently) refused to participate. The effort was quite successful; cooperation (defined as full, partial, or current status interview from eligibles or ineligibility determination) was ultimately obtained from three-fourths of the initial refusals. **Table III.19** also shows that initial refusal rates were less and conversion efforts were more successful with those who had responded to the first follow-up. The initial refusal rate among the prior nonrespondents was almost twice that among the BPS:90/92 respondents. Furthermore, a greater percentage (78.4 percent) of prior respondents who initially refused to participate were subsequently interviewed than initially refusing prior nonrespondents (64.6 percent).

Table III.19 -- Conversion Results for these Initially Refusing BPS:90/94 Full-Scale Participation by First Follow-up Response Status

BPS:90/92 Response Status	Contacted	Initial Refusal		Interviewed	
		Count	Percent[a]	Count	Percent[b]
Total	7,125	1,083	15.2	813	75.1
Prior Respondent	6,133	820	13.4	643	78.4
Prior Nonrespondent	992	263	26.5	170	64.6

NOTE: Does not include exclusions. A 2 by 2 Chi-square test for independence of prior response status and initial refusal rate, yielded a significant difference by prior response status (χ^2=105.80, df=1, p<0.0005). Likewise, a 2 by 2 Chi-square test for independence of prior response status and subsequent conversion rate, yielded a significant difference by prior response status ((χ^2=20.19, df=1, p<0.0005)

[a] Of those contacted.

[b] Of those initially refusing; includes identified non-FTBs as well as partial, current status, and full interviews.

5. Answering Machines

A factor affecting both contact and interview rates as well as the number of calls placed to sample members was the frequency with which answering machines were reached. Answering machines are becoming more and more commonplace, and it is hypothesized that a nontrivial percentage of those using answering machines use them to screen calls when they are at home.

BEST COPY AVAILABLE

Approximately one-quarter of all results associated with initiated calls resulted in contact with an answering machine.

For the first two months of the data collection period, interviewers were instructed *not* to leave messages on answering machines, thereby allowing the call scheduler to determine different times/days to re-attempt the case. After two months, a procedure was implemented in CATI to track the number of times an answering machine was reached. After a set number of answering machine results, an indicator was set in CATI which alerted the interviewers to leave a message for the sample member to call a toll-free number to complete the interview.[40] Overall, messages were left on answering machines for 476 cases, of which four cases were identified subsequently as exclusions. Of the 472 remaining cases, 326 (69 percent) were ultimately classified as respondents. Thirty-nine call-ins (8.3 percent of the 472) resulted from answering machine messages.

E. Response Burden and Effort Expended in CATI Locating and Interviewing

The major variable expenses for CATI locating and interviewing involve interviewer time and toll charges, which are considered here. Shifts were staffed to jointly optimize contact likelihood and toll charges; other influencing factors (e.g., answering machines and refusals) have been discussed above in Section III.D. Presentation of the timing of the BPS:90/94 full-scale interview is also in this section.

1. Interviewer Hours

A total of 14,713 interviewer hours (exclusive of training, supervision, monitoring, administration, and quality circle meetings) were expended to obtain interviews from full-scale sample members. This represents:

- 2.17 hours per interview (full or partial, eligible, or ineligible);
- 2.22 hours per eligible full or partial interview; and
- 2.48 hours per eligible full interview.

The latter two estimates are obviously inflated by the time required to locate and interview those subsequently determined to be ineligible. Had ineligibles not been included in the sample, estimates per eligible interview would have been closer to the first estimate.

Since the time to actually administer the interview was approximately 33 minutes (see below), it can be seen that the large majority of interviewer time was spent in other activities. A small percentage of this other time was required to bring up a case, review its history, and close the case (with appropriate reschedule, comment, and disposition entry) when completed. The bulk of the other time was devoted to contacting (or attempting to contact) the sample members. Although contacting sample members accounts for a large percentage of interviewer time, the proportion of time spent on contacting was considerably less in the full-scale study than in the BPS:90/94 field test and BPS:90/92 full-scale study. This was due to refinement of call scheduling procedures, familiarity of interviewers with tracing procedures, better sources and leads for phone numbers, better training, and ongoing refinement of operating procedures.

---

[40] At first the threshold was five answering machine results for first message left and fifteen for follow-up messages left. This was reduced to one call and five calls respectively during the last few weeks of data collection.

2. Number of Calls Made

As indicated previously, a large effort was devoted to locating, contacting, and recontacting sample members. **Table III.20** shows the number of "total" calls made and the number of "locating" calls made as a function of prior response status for: all full-scale sample members (exclusive of those never worked in CATI);[41] those contacted; those with full or partial interviews (including non-FTBs and current status interviews); and those with full interviews. Call-ins to CATI on the toll-free number are included in the analyses. The average number of calls made to all sample members was just under 17. Locating calls typically represent two-thirds or more of the total calls. A notable feature of this table is that the average number of calls *decreases* monotonically from the full sample to that portion of the sample which was contacted to that portion of the sample with full or partial interviews to that portion with full interviews. This holds for both "total" and "locating" calls for prior respondents and prior nonrespondents to the previous follow-up. This pattern of results presents an additional indication that the heaviest calling burden is in contacting the sample members (both before and after initial contact).

While not presented in the table (but derivable therefrom), the mean number of calls to non-contacted cases was 25.4, the mean number of calls to contacted but not interviewed cases was 33.1, and the mean number of calls to partial interview cases but not full interview cases was 26.6. The very large number of calls made to sample members who were contacted but not interviewed reflects a common calling pattern assumed to represent a form of implicit refusal. Specifically, the pattern involved one or more call sequences in which the sample member would schedule a future date for interviewing but then be unavailable for the scheduled call-back and a number of subsequent calls (including calls resulting in contact with answering machines or others who appeared to act as gatekeepers).

Table III.20 also shows that more "total" calls were required for nonrespondents to the first follow-up than for first follow-up respondents, regardless of the group considered. Using a one-tailed test for significance, these differences are significant for the full CATI sample ($t = 2.71$, $p < .005$), for those contacted ($t = 3.18$, $p < .005$), for those with full or partial interviews (including non-FTBs) ($t = 2.00$, $p < .025$), but not for those with full interviews ($t = 0.43$). These results are consistent with other differences reported between these two groups. For "locating" calls, differences between these groups were considerably less; the only significant difference between these two groups was for the full CATI sample ($t = 1.79$, $p < .05$). The results indicate that gaining full cooperation from those contacted was more difficult for BPS:90/92 nonrespondents than for BPS:90/92 respondents. Supplemental tables of number of calls made, by level and control of NPSAS:90 institution, are provided in **Tables E.2, E.3,** and **E.4** of Appendix E. No major differences in call statistics can be observed among the different types of institutions.

---

[41] There were 205 cases which were never worked in CATI because they were unlocatable in pre-CATI locating.

Table III.20 -- Number of Calls Made to Full-Scale BPS:90/94 CATI Sample Members and Specified Subgroups, by BPS:90/92 Response Status

Type of Call	BPS:90/92 Response Status	Full CATI Sample[a]			Contacted Cases			Interviewed Cases[b]			Complete Interview Cases[c]		
		Count	Mean	SD[d]	Count	Mean	SD[d]	Count	Mean	SD[d]	Count	Mean	SD[d]
Total Calls	Total	7,709	16.9	17.2	7,132	16.2	16.4	6,786	15.3	15.3	5,926	13.7	13.6
	Prior Respondent	6,538	16.7	17.0	6,137	15.9	16.2	5,904	15.2	15.2	5,379	13.7	13.5
	Prior Nonrespondent	1,171	18.2	18.2	995	17.8	17.4	882	16.3	16.2	547	14.0	14.6
Locating Calls	Total	7,709	11.6	13.5	7,132	10.5	11.7	6,786	10.2	11.5	5,926	9.7	10.6
	Prior Respondent	6,538	11.5	13.3	6,137	10.4	11.6	5,904	10.2	11.4	5,379	9.7	10.5
	Prior Nonrespondent	1,171	12.3	14.8	995	10.8	12.5	882	10.2	12.1	547	9.3	10.7

[a] Excludes 205 sample members not located in pre-CATI trace and not activated in CATI.

[b] Includes identified non-FTBs, partial interviews (including current status interviews), and complete interviews.

[c] Full-eligible interview only.

[d] Standard deviation.

BEST COPY AVAILABLE

3. Timing of Interview

Time to administer the BPS:90/94 full-scale interview, both overall and by first follow-up response status, is shown in **Table III.21**. Additional timing results, including breakdowns by NPSAS:90 institution level and control, are provided in **Tables E.5** through **E.15** of Appendix E. The principal utility of the timing analyses shown in **Table III.21** is to provide empirical data on time to administer the full-scale instrument, and to evaluate what efficiencies were gained as a result of modifications to the field test instrument.

Table III.21-- Average Elapsed Minutes to Complete BPS:90/94 Full-Scale Interview, by Section and by BPS:90/92 Response Status

Section	Total		Prior Respondent		Prior Non-Respondent	
	Number of Cases	Average Time	Number of Cases	Average Time	Number of Cases	Average Time
Total	5,531	32.8	5,051	32.4	480	36.2
A-Introduction and Validation	6,362	1.3	5,691	1.2	671	2.3
B-Education Experiences	5,944	8.0	5,387	7.9	557	8.1
C-Employment Experiences	5,802	8.9	5,274	8.8	528	10.3
D-Other Education or Training	5,754	0.5	5,234	0.5	520	0.5
E-Family and Demographics	5,835	1.6	5,305	1.6	530	1.7
F-Education Financing	5,733	3.5	5,221	3.4	512	4.0
G-Financial Information	5,814	2.9	5,290	2.9	524	3.3
H-Graduate School Plans	5,822	0.6	5,297	0.6	525	0.4
I-Public Service	5,761	1.5	5,242	1.5	519	1.5
J-Locator Information	5,817	4.2	5,295	4.2	522	4.4

NOTE: Includes all cases for whom the specified section was completed (in one or multiple sessions) and for whom complete timing data was available.

Average administration time for the full-scale interview was 32.8 minutes.[42] This was six and one-half minutes less than the BPS:90/94 field test interview and more than eight minutes less than the BPS:90/92 full-scale study interview. Based on modifications to the field test instrument, the target time of 35 minutes or less was realized for the full-scale instrument. These modifications were motivated by detailed analyses of the field test timing data and suggested reductions by the BPS Technical Review Panel (TRP). Additional time savings can be attributed to adjustments made to the CATI system including: where certain files were stored which eliminated swapping and I/O time; improvements to the on-line coding dictionaries; and reorganization of some of the more time consuming special screens.

On average, BPS:90/92 nonrespondents took almost 4 minutes longer to complete the interview than BPS:90/92 respondents. A larger difference had been expected since nonrespondents to the previous interview had to provide information in many portions of the interview which prior respondents had provided in BPS:90/92. Two factors explain the smaller than expected difference: (a) retrospective data collection was also required for BPS:90/92 partial respondents who had not previously provided the information; and (b) prior non-respondents were represented disproportionately from the less than 4-year schools (thus they typically had only two years worth of schooling to report while the prior respondents from 4-year schools also had additional schooling since the first follow-up to report).

---

[42] For the BPS:90/94 field test and the BPS:90/92 CATI interviews, section timing could only be computed for those completing the given section in one interview session. However, procedures were instituted to rectify this deficiency for the full-scale study so that timing statistics could be computed for all respondents.

The second of these factors is reflected in the averages within specific sections. Section A (which included eligibility determination and base year data verifications for prior nonrespondents) took approximately one minute longer for prior nonrespondents; Section C (involving job information since last interviewed) took one and a half minutes longer; Section F (involving verification of base year financial aid information for prior nonrespondents) took over half a minute longer; and Section G (involving personal and family finances since last interviewed) took over a half minute longer. These sections alone more than account for the overall difference. Differences between prior respondents and prior nonrespondents for the remaining sections were minimal.

As suggested previously, administration time was also related to the level of offering of the NPSAS:90 institution from which the subject was sampled (see **Table E.5** in Appendix E). Interviews averaged almost six minutes longer for those sampled from institutions offering at least a 4-year program than those from two-to-three year schools. Those from less than two year schools averaged 2 minutes less than those from 2-to-3 year schools. The major contributions to these differences are from the education-related sections: Section B (education experiences — see **Table E.7**); Section F (education financing — see **Table E.11**); and Section H (graduate school plans/actions — see **Table E.13**).

IV. Evaluation of Data Quality

A. Reliability of Prior Data

A small set of items in the BPS:90/94 full-scale survey instrument required verification and/or update of responses from either the BPS:90/92 first follow-up interview or the NPSAS:90 interview. These items included high school graduation status, names of preload schools attended, and preloaded jobs.[43] **Table IV.1** shows the percent current confirmation for each of these previously provided data elements during that verification. The items on high school status were asked in interview Section A if not verified previously (principally of BPS:90/92 nonrespondents). Agreement for both data elements approached 100 percent. For these two items, results are comparable to those reported for the BPS:90/94 field test.

Table IV.1 -- Reliability of NPSAS:90 and BPS:90/92 Data

Data Element	Number Applicable	Percent Confirmation
High School Diploma Type	862	99.8
High School Graduation Year	859	98.7
Preloaded Other Schools	1,895	98.9
Preloaded Jobs	3,302	96.3

NOTE: Statistics are based on the specified number of BPS:90/94 respondents for whom the data element was verified/updated.

In prior data collection efforts, sample members had indicated attendance at up to four schools in addition to the NPSAS:90 school. Information about these schools was preloaded for each case. In Section B of the instrument, the respondent was asked to confirm attendance at these "other" schools (if any); almost 99 percent confirmed the preload information. Job information from the BPS:90/92 interview was also preloaded for up to two jobs held during 1992.[44] More than 96 percent of those previously reporting such jobs confirmed having held the preloaded jobs.

B. Reliability Reinterviews

As in previous BPS data collections, the BPS:90/94 full-scale study included a reinterview to evaluate temporal consistency of BPS interview responses. Across BPS data collections, each new reinterview is designed to build on previous analyses by targeting revised items, new items and items not previously evaluated. The current reinterview design and analysis focuses on items that were revised in the full-scale study questionnaire based on

---

[43] Demographic information (e.g., gender, race, and ethnicity) had been verified/updated in BPS:90/92, but due to the demonstrated high reliability of these items, they were not verified in BPS:90/94; rather such items were only asked if missing for both prior surveys.

[44] The purpose of this was to verify information from the first follow-up interview and to update end dates for jobs which were currently held at the time of the BPS:90/92 interview.

BPS:90/94 field test reinterview results. The revisions tested under this reinterview design included:

- reduced numbers of response options for satisfaction items and elimination of the neutral response option;
- simplified wording for complex questions and complex response categories;
- multiple items created from individual items that seemed to ask more than one question; and
- modified question wording to emphasize item time periods.

Reinterview analyses generally focus on data items that are expected to be stable for the time period between the initial interview and the reinterview (e.g., factual rather than attitudinal data). Reinterview respondents were contacted seven to fourteen weeks after completing the initial interview. This interval was longer than in previous reinterview studies. The longer interval provides a stronger test of response consistency. It is reasonable to expect somewhat lower measures of temporal consistency over longer time periods.

Reinterview respondents were asked a subset of questions covering educational experiences, work experiences, education finances, current living situation, and participation in political activities. Analyses were based on the 194 respondents who completed reinterviews. Effective sample sizes are presented for all results because analyses were restricted to cases with determinate responses to the relevant items in both interviews. In the present reinterview questionnaire, information from the initial interview was preloaded into the reinterview to ensure that school-specific and job-specific items were asked for the same school or the same job across the two interviews.[45] Percent agreement and appropriate relational statistics were used to estimate response stability.

Most of the reinterview variables were nominal or ordinal variables. Percent agreement was computed for these variables based on the number of responses that were exactly the same in both interviews. The reinterview items on current living situation produced interval variables reflecting the numbers of persons lived with, broken down by relationship to the respondents (for example, number of own children; number of siblings). For previous reliability analyses, percentages of agreeing responses for interval variables were computed based on the number of paired responses within one standard deviation unit of each other. In the present study, the standard deviation was less than one for all but one of the interval variables. Thus, for most of the interval variables, the two methods for computing percent agreement were identical. To simplify presentation and interpretation, all percentages of agreeing responses were computed based on the number of responses that were exactly the same in both interviews. Three relational statistics were used, depending on variable measurement characteristics: (1) Cramer's statistic for items with discrete, unordered response categories; (2) Kendall's Tau coefficient for items with discrete, ordered response categories; and (3) Pearson's product moment correlation coefficient for the continuous measures of household composition.

---

[45] In reliability analyses from earlier BPS data collections, it was necessary in some cases to select appropriate subsets of respondents and responses. For example, in the BPS:90/92 full-scale reliability report, analyses of school-specific or job-specific responses were implemented only after checking to ensure that respondents were reporting on the same school or the same job across the two interviews.

1. Education Experiences

Reliability indices for reports of licensing examinations and satisfaction with specified features of school climate at the primary school are presented in **Table IV.2**. Temporal consistency for reports of licensing exams was only moderate. Respondents who reported taking a licensing examination during the first interview were the source of unreliable responses. Among respondents who reported a licensing examination during the initial interview, only 65 percent gave the same response during the reinterview. In contrast, among respondents who reported no licensing examination during the first interview, 92 percent gave the same response during the reinterview. Item wording in the full-scale study interview was revised from the field test interview with the aim of enhancing data quality. This item was not included in the field test reinterview, so it is possible that the rewording did produce increased response consistency. The moderate measures of response stability in this reinterview suggest that additional rewording is desirable. The current item defines the relevant set of examinations by parenthetical examples that may or may not be read, depending on interviewer judgment. It is hypothesized that clearer definitions, embedded in the item text and consistently read to respondents, will increase the number of consistent positive responses.

Table IV.2 -- Reliability Indices for Education Experiences: Licensing Exams and Principal School Information

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic
Taken any licensing exam	194	88.1	.58
Satisfaction with principal school			
Teacher ability	118	96.6	.50
Social life	117	92.3	.49
Intellectual growth	119	95.0	.22
Financial cost	119	86.6	.66
School prestige	117	91.5	.50

Revisions to items on satisfaction with features of the climate at the primary school included decreasing the number of response alternatives to reduce ambiguity and eliminating the neutral response option. Percentages of agreeing responses increased considerably under these revisions. Field test agreement percentages ranged from 52 to 70 percent. In comparison, agreement percentages in **Table IV.2** ranged from 86 to 97 percent. The values of the relational statistics in **Table IV.2** are only moderate,[46] indicating that there are systematic response discrepancies across the two interviews. However, the discrepancies observed here were caused by very few respondents. Thus, the item revisions were effective in increasing response stability for the measures of school satisfaction. This is an important advance because low measures of reliability for BPS items on satisfaction had been a recurrent concern in all previous reinterview studies.

---

[46] The relational statistic values observed here were comparable to the values obtained from the BPS:90/94 field test reinterview study.

BEST COPY AVAILABLE

2. Work Experiences: Primary Role and Future Plans

Table IV.3 provides estimates of temporal consistency for items asked of respondents who reported working and attending school at the same time and for an item on employment plans. In the BPS:90/94 field test reinterview, reports of student and employee primary roles were sufficiently inconsistent to cause concern. The field test questionnaire used a single item to collect information about primary role *and* reasons for working and going to school at the same time. This item was revised in the full-scale study questionnaire which asked a single question about primary role. In the full-scale study, there were two follow-up questions on reasons for enrolling in school for those respondents who identified their primary role as "employee." These revisions produced increased response consistency. For primary role, percent agreement increased from 61 percent in the field test to 85 percent in the present study, and the relational statistic value increased from .38 to .68.

Table IV.3 -- Reliability Indices for Work Experiences: Relationship Between Work and Postsecondary School Enrollment and Future Plans

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic
Primary role	140	85.7	.68
Reason for attending school/college			
Advance in current job	36	66.7	.30
Expand career possibilities	36	83.3	.41
Work plans in 5 years	189	95.8	.48

Similar increases in response consistency were obtained for the items on reasons for enrolling in school. For these two items, percent agreement values were 67 and 83 percent. The relational statistic for these items were lower, with values of .30 and .41. These values are comparable to values for the more complex field test item and suggest systematic response discrepancies. Again, these discrepancies reflect small numbers of respondents. In general, the revised item wordings enhanced response consistency for reports of primary role and reasons for enrolling in school.

The item on future work plans was revised and simplified in the full-scale interview questionnaire. In the field test interview questionnaire, a single item required that respondents report both *whether* they planned to be working for pay and whether they planned to be working *full-* or *part-time* five years from now. In the full-scale study reinterview, a single item asked only *whether* they planned to be working for pay five years from now. The response consistency values from the full-scale reinterview study were comparable to values obtained from the BPS:90/94 field test reinterview. In both reinterview studies, percent agreement was very high, and relational statistic values were moderately high. Thus, there were response discrepancies, but they were limited to small numbers of respondents. It is hypothesized that the relatively few response discrepancies are due to the instability inherent in reports of future plans. No further item revision is recommended.

BEST COPY AVAILABLE

3. Work Experiences: Principal Job

Table IV.4 presents reliability reinterview results for respondent-identified principal job in 1993. Most of the items considered here were identical to items used in earlier BPS data collections, and the reliability measures were comparable to values obtained in the BPS:90/94 field test reinterview study. In the field test reinterview study, percent agreement values ranged from 68 to 94 percent and relational statistic values ranged from .11 to.88. In the present study, percent agreement values ranged from 66 to 90 percent and relational statistic values ranged from .21 to .82. (The field test reinterview analyses did not include measures of response stability for the question on reasons for taking a job unrelated to postsecondary field of study.)

Table IV.4 -- Reliability Indices for Work Experiences: Principal Job Information

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic
Relation to major field	117	78.6	.60
Apply education	62	82.3	.44
Differ from education	62	74.2	.38
Use tools previously trained to use	62	83.9	.35
Education needed to get job	62	90.3	.82
Reason for taking unrelated job	19	42.1	.42
Additional training needed to advance	117	66.7	.21

The question on whether the principal job required that respondents use tools they were trained to use produced low measures of reliability in the BPS:90/94 field test. The field test item asked respondents to indicate whether they were *not* able to use tools, equipment or skills they were trained to use. It was hypothesized that low reliability was due to confusion induced by the negative question framing, and the revised full-scale study item asked respondents to indicate whether they *were* able to use tools, equipment or skills they were trained for. With the revised wording, percent agreement increased from 66 percent to 84 percent, and the value of the relational statistic increased from .11 to .35. Again, the value of the relational statistic is only moderate for this item. However, the increased percent agreement indicates that the remaining instability characterized a relatively small number of respondents. Reframing the question improved response stability.

4. Work Experiences: Satisfaction with Principal Job and Factors Affecting Employment Goals

Table IV.5 contains measures of reliability for items on respondent satisfaction with aspects of the respondent-identified most recent principal job. Question wording for these items was identical across the field test and full-scale study interview questionnaires. However, the response options were revised for the full-scale study by eliminating the neutral response option. Reinterview results were comparable across the two reinterview studies. Percent agreement values ranged from 69 to 82 percent in the field test reinterview study and from 79 to 88 percent

BEST COPY AVAILABLE

Table IV.5 -- Reliability Indices for Work Experiences: Satisfaction with Aspects of Most Recent Principal Job

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic
Income and benefits	118	82.2	.52
Opportunity for promotion	116	79.3	.56
Job security/permanence	120	85.8	.59
Educational opportunities	118	80.5	.58
Importance of work	120	85.8	.54
Difficulty/challenge	120	79.2	.47
Overall satisfaction	118	88.1	.60

in the full-scale reinterview study. Relational statistic values ranged from .59 to .70 in the field test reinterview study and from .47 to .60 in the full-scale reinterview study.

Two sets of items asked respondents to rate the importance of general and incentive factors in determining lifelong work. Reliability indices for these items are presented in **Table IV.6**. It is important to note that these attitudinal items are not tied to a specific time period. Thus, response inconsistencies in **Table IV.6** may reflect real changes in attitudes across the two interviews. The items dealing with general employment factors were largely unchanged in the field test and full-scale study interview questionnaires. Percent agreement values from the field test reinterview and the full-scale reinterview studies were comparable, ranging from 62 percent to 87 percent. Relational statistic values from the field test reinterview study were somewhat higher (ranging from .42 to .56) than relational statistic values from the full-scale reinterview study. **In Table IV.6**, the relational statistic values range from .19 to .41.

Table IV.6 -- Reliability Indices for Work Experiences: Importance of Factors in Determining Employment Goals

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic
General factors			
Previous experience	194	61.9	.32
Interesting and important work	194	84.5	.19
Decision making responsibility	194	70.6	.34
Challenge	194	62.9	.34
Increasing responsibility	194	72.7	.41
Incentive factors			
Income and benefits	194	81.4	.62
Opportunity for promotion	194	82.0	.43
Job security/permanence	194	80.0	.46
Educational opportunities	194	67.0	.37
Other fringe benefits	194	62.9	.31

BEST COPY AVAILABLE

Questions on the importance of incentive factors in determining lifelong work were simplified somewhat in the full-scale interview questionnaire, compared with question wording in the field test interview questionnaire. Measures of response stability were generally unchanged across the two reinterview studies. Percent agreement values from the field test reinterview study ranged from 63 to 86 percent and relational statistic values ranged from .38 to .66. Percent agreement values from the current full-scale study reinterview ranged from 62 percent for the new item on "other fringe benefits" to 81 percent, and the associated relational statistic values ranged from .31 for the new item on "other fringe benefits" to .62. Thus, the simplified wording did not contribute to increased response stability. In **Table IV.6**, none of the relational statistic values exceeds marginal significance. Thus, the results in **Table IV.6** highlight longstanding concerns about the stability of the attitudinal items on general and incentive employment factors.

5. Education Finances

Table IV.7 contains measures of response consistency for reports of types of financial aid received. There were relatively small wording changes for these items between the field test and the full-scale study interview questionnaire. It was hypothesized that wording highlighting the time period covered by the items would enhance response consistency. In addition, two items in the field test questionnaire were combined in the full-scale study questionnaire into a single item about grants and/or scholarships. Neither revision had much affect on the already high levels of response consistency. In the full-scale reinterview study, the relational statistic for "other types of aid" was only marginally significant. However, the relational statistic from this full-scale reinterview study was considerably higher than the relational statistic from the field test reinterview study. The values were .11 and .26 for the field test and full-scale reinterview studies respectively. Low measures of reliability are not surprising for "miscellaneous other" reports, and the increased stability when item wording emphasized item time periods suggests that the "miscellaneous other" response was interpreted more consistently in the full-scale reinterview study.

Table IV.7 -- Reliability Indices for Education Finances

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic
Types of aid received			
Grant/scholarship	55	83.6	.59
Student loan	55	94.6	.89
Employer/union benefit	55	96.4	.84
Other aid	55	80.0	.26

6. Living Arrangements and Political Activities

Items on living arrangements and political activities were evaluated for the first time in this reinterview study. **Table IV.8** contains measures of response consistency for reports of

Table IV.8 -- Reliability Indices for Living Arrangements

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic
Residence: February 1994	192	88.0	.65
Living arrangement:			
Lived alone	191	92.2	.65
Lived with father	52	100.0	.84
Lived with mother	60	100.0	.87
Lived with spouse	45	100.0	.96
Number of persons at residence			
Siblings	191	89.5	.87
Grandparents	191	99.5	.94
Own children	191	98.4	.86
Other relatives	191	94.2	.54
Others	191	95.8	.68
Household size	191	73.3	.78

living arrangements and **Table IV.9** contains measures of response consistency for participation in political activities. In general, the reliability estimates for both sets of measures were high. For measures of living arrangements, percent agreement values ranged from 88 to 100 percent and relational statistic values ranged from .54 to .96. It is important to note that the CATI interview flow control logic ensured that persons who consistently reported living alone also consistently reported no persons living at their residences. That the CATI programming contributed to response consistency does not reduce the importance of the high reliabilities in **Table IV.8**. Rather, the impact of the CATI design emphasizes its utility in ensuring data quality.

The measures of response consistency for reports of political activity were also high, though generally not as high as the measures for reports of living arrangements. For the political activities in **Table IV.9**, percent agreement values ranged from 78 to 96 percent, and relational statistic values ranged from .48 to .64. These relational statistic values are acceptably high. Project staff have identified some potentially vague item wordings that might be revised to enhance reporting consistency. For example, the item on other political activities uses parenthetical examples to illustrate other activities. These examples may or may not be read to respondents, depending on judgments made by interviewers. It is hypothesized that response consistency would increase if respondents are given a single, consistent definition of "other

Table IV.9 -- Reliability Indices for Political Activities

Data Element Considered	Number of Cases	Percent Agreement	Relational Statistic
Participation in political activities			
Attend meetings/rallies/dinners	194	90.7	.58
Talk to others about party/ candidate	193	78.2	.51
Display buttons/stickers	193	92.8	.64
Contribute money to campaign	193	95.9	.58
Contribute time/money to political action group	193	92.2	.48
Write letters to public officials	193	89.6	.64

BEST COPY AVAILABLE

political activities." Another item asked whether respondents "talk(ed) to any people about why they should vote for a given political party or candidate." "Talking to people" is a vaguely defined activity that might include activities as diverse as conversations with colleagues at work, conversations with strangers at social functions, or more traditional political canvassing. Items asking about vaguely defined activities may be interpreted differently by different respondents. They may also be interpreted differently by a single respondent at different times. It is hypothesized that less ambiguous wording would increase response stability. For example, it would be expected that item wording focusing on traditional canvassing or fund-raising activities would produce increased response consistency.

C. Order Effects

The BPS:90/94 full-scale interview asked sample members for frequency ratings (i.e., never, once, several times, often) for each of eight subitems pertaining to the respondent's school-related activities while attending their self-defined principal school (question B32). Frequently, responses to such "ratings questions" can be contaminated by changes in response propensities for individual subitems depending upon the order in which they are administered. These changes can result from general factors (such as the respondent becoming familiar with the response options or the tendency for responses to become less extreme over a sequence of rankings) or from factors more specific to the subitems themselves (such as changes in the interpretation of the meaning of particular subitems within the context of previously administered subitems).[47]

Administration of the same question B32 during the BPS:90/94 field test involved eight random starting points such that any one of the eight subitems shown in **Table IV.10** could have been presented first and followed, sequentially, by the remaining subitems. However, subsequent analysis of the order effects using a χ^2 test of independence revealed a markedly different distribution when the third subitem in the list, which asks about the frequency of informal or social contacts with a student's advisor or other faculty outside of the classroom or office, was

Table IV.10 -- Summary of Analyses for Order Effects in Items Regarding Frequency of Participation in Specific School-Associated Activities

Activity	χ^2 Value
Have Academic Discussions with Faculty Outside Class	22.8
Meet with Advisor about Academic Plans	20.5
Have Informal/Social Contacts with Advisor/Faculty Outside Class/Office	17.3
Participate in Study Groups with Other Students	8.7
Participate in Student Assistance Centers/Programs	14.0
Have Social Outings with School Friends	8.0
Participate in School Clubs	8.1
Attend Academic Lectures/Conventions/Field Trips with Friends	13.7

NOTE: Separate χ^2 analyses were conducted for each activity, examining the joint distributions of random start point by response option. With 5 possible starting points and 4 response options, degrees of freedom were 12 for all χ^2 values.

---

[47] Both of these effects are more likely when questions are administered verbally than in visually-administered questionnaires which allow respondents to view all subitems and response options in a single "gestalt" rather than receiving them sequentially. Respondents also typically change previous responses more frequently when the question and responses are written.

BEST COPY AVAILABLE

presented first or second compared to its presentation at any other time. Without the benefit of two preceding subitems — which dealt with academic discussions with faculty outside of class and meetings with advisors about academic plans — contact outside of the classroom/office could have been taken to mean any kind of contact with a faculty member. The implication was that presenting the item first or second failed to provide respondents with the frame of reference received when the item was presented in any other position. In order to provide the context thought to be lacking in the field test interview while still controlling for order effects, the first three items and the fourth and fifth items shown in **Table IV.10** were presented as two independent blocks of subitems in the full-scale administration of question B32.[48] As a result, there were five, rather than eight, possible random start points, each with four response options.

Results of χ^2 tests of independence (equivalent to a test of congruence of conditional distributions within each start-point group) for the administration of question B.32 in the full-scale interview are also shown in **Table IV.10**. With the five possible starting points and four response options, the degrees of freedom for each χ^2 test were 12. A total of 3,664 respondents contributed to the analyses, with approximately 733 cases per random starting point.[49] For none of the activities did the χ^2 value depart significantly from chance expectations.[50] The administration of blocks of subitems in question B32 successfully controlled for order effects in the BPS:90/94 full-scale interview.

D. On-Line Coding

Computer-assisted on-line assignment of codes to literal responses was accomplished by interviewers in three substantive areas: school identification; field of study; and industry/occupation. Each coding operation was subjected to quality control (QC) review and recoding procedures by expert coders. This review/revision was accomplished on a periodic basis; expert coders provided general notes to interviewers specifying particular problem areas and suggestions for improving coding quality. Additionally, facility-level and interviewer-specific information on coding discrepancies was produced periodically to monitor the progress of the coding activities. All computer-assisted interviewer coding utilized software developed by NCES to standardize computer-assisted coding across studies and contractors.

Institutional coding was needed to assign a six digit Integrated Postsecondary Education Data System (IPEDS) school identifier for new schools specified by the respondent.[51] The system relied on a look-up table, or coding dictionary, of institutions constructed from the IPEDS institutional database. Other information in the dictionary (institutional sector combining level of offering and institutional control, and annual undergraduate tuition information) was retrieved into CATI for later use (e.g., for branching or as prompts for certain questions), once the school was identified and confirmed.

---

[48] It was suspected that participation in student assistance centers (the fifth item) might be misinterpreted if presented first, when lacking the context/distinction provided if administered after the item concerning participation in study groups with other students.

[49] Minor group size inequalities resulted from the random variation in the process of assigning start points, differential response, and analytic exclusion rules.

[50] Because several tests were conducted simultaneously, a criterion probability of $p \leq .005$ was set.

[51] Previously identified schools were coded prior to CATI as part of BPS:90/92 operations; codes and related institutional information for these schools were preloaded into the CATI data file.

Field of study coding and industry/occupation coding utilized a dictionary of word/code associations. The on-line procedures for these coding operations were the following:(1) the interviewer keyed the verbatim text provided by the respondent; (2) standard descriptors associated with identified codes were displayed for the interviewer; and (3) the interviewer selected a listed standard descriptor.[52]

To evaluate the accuracy and effectiveness of the coding operations, coding was subjected to quality control (QC) re-coding. The re-coding also offered the opportunity to provide feedback to the interviewing staff about using the software more effectively.[53] Another result from the QC coding was obtaining information for NCES staff to use in refining the software for future studies. Weekly incremental coding logs were delivered to NCES to assist in updating the coding dictionaries, and QC coding was used to help assign appropriate codes for dictionary updates and to ensure that the verbatim text phrases were reflected accurately by the list of selected dictionary words. Re-coding was done for all on-line coding cases which were assigned as "uncoded" by interviewers. Additionally, a sample of interviewer-assigned cases were selected for QC re-coding.

Results of the on-line IPEDS coding operation are shown in **Table IV.11**. Due to the importance of school identification and the less than desired success of the on-line assignments, 100 percent of the on-line assignments were re-coded for QC purposes.[54] Institution coding had an overall discrepancy rate slightly less than 15 percent. A number of the errors were due to

Table IV.11 -- Results of On-Line Postsecondary Institution (IPEDS) Coding

Coding Statistic Considered	Number	Percent
Total to be Coded	2,526	100.0
Total Assigned Code[a]	2,262	89.5
Coding Discrepancies[b]	206	9.1
Total Assigned "Uncoded"[a]	264	10.5
Subsequently Coded[b]	169	64.0
Overall Discrepancy Rate[c]	375	14.8

NOTE: All on-line assignments were re-coded for QC purposes.
[a] Percent is of total to be coded.
[b] Percent is of previous row.
[c] Based on coding discrepancies of those assigned a code as well as those "uncoded" on-line but subsequently coded in QC coding.

---

[52] The codes/descriptors which had the greatest number of word-code associations were displayed. Multiple codes/descriptors were displayed if there was more than one code having the maximum number of associations. If the interviewer was unable to find an appropriate code, the phrase could be identified as uncodeable.

[53] Common problems were identified and reported to interviewers so that they could become more comfortable with the software.

[54] In the first two weeks of data collection, 23 percent of the IPEDS coding cases were sampled for QC re-coding, and the overall discrepancy rate was 20 percent. This rate was unacceptably high, so all cases (including the original group of unsampled cases) were QC re-coded.

BEST COPY AVAILABLE

interviewers selecting inappropriate state/city/school combinations for the specified school by pressing the <ENTER> key too often and not confirming the selected school with the respondent.[55] Another source of error was that interviewers in many cases did not supply sufficient text fields for the school name. About 90 percent of the cases were assigned an IPEDS code, comparing favorably to the 82 percent coded using a different approach in the BPS:90/92 full-scale survey.[56] The discrepancy rate for those cases which were coded on-line was 9.1 percent, compared with 10.7 percent in the BPS:90/94 field test and 4.8 percent in the BPS:90/92 full-scale study.

The overall discrepancy rate was higher than that experienced in either the BPS:90/94 field test or the BPS:90/92 full-scale study, despite periodic feedback and individualized training as needed. The BPS:90/94 field test interviewers were some of the most experienced personnel, which may explain in part the results. The discrepancy rate is actually considerably better than that for other on-line coding operations (see below), but it highlights the difficulties associated with computer-assisted on-line coding activities. Nonetheless, because 100 percent of the school assignments were re-coded by expert coding personnel, the quality of the resultant data is very high.

Tables IV.12 through **IV.15** contain results of the other on-line coding operations. Overall coding discrepancy rates ranged from 16 percent for industry coding to 29 percent for occupation coding. Each of the operations showed considerable improvement over the BPS:90/94 field test results. This was due to a number of factors including: updated coding dictionaries; greater familiarity/comfort of the interviewers with the software; and continued feedback through QC coding.

Table IV.12 -- Results of On-Line Field of Study Coding

Coding Statistic Considered	Number	Percent
Total to be Coded	4,130	100.0
Total Assigned Code[a]	4,119	99.7
QC Sample[b]	825	20.0
Coding Discrepancies[b]	195	23.6
Total Assigned "Uncoded"[a]	11	0.3
Subsequently Coded[b]	0	0.0
Overall Discrepancy Rate[c]	NA	23.6

NOTE: Only a random sample of on-line assignments were re-coded for QC purposes. NA=Not Applicable.
[a] Percent is of total to be coded.
[b] Percent is of previous row.
[c] Weighted combination of coding discrepancies plus "uncoded" cases subsequently coded. Since coding discrepancies were only identified among the QC sample cases, not all cases, the actual number of discrepancies for all cases is not applicable in determining the estimated overall discrepancy rate.

---

[55] The nature of the table look-up approach is such that the first state that appears can be selected by pressing <ENTER> immediately; the same is true for city and school within city. Because of this form of interviewer error, the first listed dictionary element (the Gaither School of Hair Design in Albertville, Alabama) was coded a disproportionate number of times.

[56] The BPS:90/94 full-scale system was a revised version of the one used in the BPS:90/94 field test, in which 96 percent of the cases were assigned codes by interviewers. Interviewers were encouraged to leave as uncodeable those schools for which they could not find the appropriate school, which explains the 10 percent of uncoded cases.

BEST COPY AVAILABLE

Table IV.13 -- Results of On-Line Combined Industry/Occupation Coding: Industry

Coding Statistic Considered	Number	Percent
Total to be Coded	8,321	100.0
Total Assigned Code[a]	8,308	99.8
QC Sample[b]	1,702	20.5
Coding Discrepancies[b]	273	16.0
Total Assigned "Uncoded"[a]	13	0.2
Subsequently Coded[b]	3	23.1
Overall Discrepancy Rate[c]	NA	16.1

NOTE: Only a random sample of on-line assignments were re-coded for QC purposes. NA=Not Applicable.

[a] Percent is of total to be coded.

[b] Percent is of previous row.

[c] Weighted combination of coding discrepancies plus "uncoded" cases subsequently coded. Since coding discrepancies were only identified among the QC sample cases, not all cases, the actual number of discrepancies for all cases is not applicable in determining the estimated overall discrepancy rate.

Table IV.14 -- Results of On-Line Combined Industry/Occupation Coding: Occupation

Coding Statistic Considered	Number	Percent
Total to be Coded	8,321	100.0
Total Assigned Code [a]	8,303	99.8
QC Sample	1,698	20.5
Coding Discrepancies [b]	493	29.0
Total Assigned "Uncoded" [a]	18	0.2
Subsequently Coded [b]	6	33.3
Overall Discrepancy Rate [c]	NA	29.0

NOTE: Only a random sample of on-line assignments were re-coded for QC purposes. NA=Not Applicable.

[a] Percent is of total to be coded.

[b] Percent is of previous row.

[c] Weighted combination of coding discrepancies plus "uncoded" cases subsequently coded. Since coding discrepancies were only identified among the QC sample cases, not all cases, the actual number of discrepancies for all cases is not applicable in determining the estimated overall discrepancy rate.

Table IV.15 -- Results of On-Line Occupation Only Coding

Coding Statistic Considered	Number	Percent
Total to be Coded	6,013	100.0
Total Assigned Code[a]	5,990	99.6
QC Sample[b]	2,490	41.6
Coding Discrepancies[b]	698	28.0
Total Assigned "Uncoded"[a]	23	0.4
Subsequently Coded[b]	11	47.8
Overall Discrepancy Rate[c]	NA	28.1

NOTE: Only a random sample of on-line assignments were re-coded for QC purposes. NA=Not Applicable.

[a] Percent is of total to be coded.

[b] Percent is of previous row.

[c] Weighted combination of coding discrepancies plus "uncoded" cases subsequently coded. Since coding discrepancies were only identified among the QC sample cases, not all cases, the actual number of discrepancies for all cases is not applicable in determining the estimated overall discrepancy rate.

BEST COPY AVAILABLE

The interviewers were asked to focus primarily on collecting and keying the best possible text for the given coding application. The code assignment was secondary to the responsibility of getting a sufficient and accurate verbatim text response so that post-hoc coding could be implemented according to whatever rules were desired and so that enough information was available for improving the coding dictionaries. The average number of words per text response was 1.6 for field of study and occupation coding; industry text responses averaged 1.5 words.

On average, on-line coding tasks consumed six percent (2 minutes) of the average interview which lasted 33 minutes. This is a considerable improvement from the field test where on-line coding tasks consumed 9 percent (3.5 minutes) of the total time. **Table E.16** in Appendix E contains timing information for the on-line coding operation. Several efficiency gains were realized in the full-scale study. The dictionaries were updated substantially. This helped to simplify the complex task of assigning these codes. In addition, interviewers were more comfortable with the coding applications for the full-scale study. As a result, for each type of coding, the average time per code assignment improved relative to the BPS:90/94 field test timing results.[57] One difference between the field test and full-scale coding operations is that for the full-scale study, fields of study for preload schools were pre-coded and preloaded such that if major was the same as before, on-line coding was not necessary. As a result, the largest time savings was for undergraduate major coding. It took on average .89 minutes for the field test, but only .19 minutes for the full-scale since on-line field of study coding was required much less often. The other type of coding where considerable savings was realized was the combined industry/occupation coding — it took on average 1.46 minutes for the field test and .95 minutes for the full-scale study due to increased efficiency of the on-line operation.

E. Upcoding "Other, Specify" Items

Typically, respondents choose "other, specify" options when existing response options are incomplete or when the meaning of an item is misunderstood. "Other, specify" also may be selected by the interviewer when it is unclear how a particular response may be appropriately categorized into existing response options. In the BPS:90/94 full-scale interview, six items were administered that included, in addition to the fixed response options, the "other, specify" option.[58] In most cases, use of the "other" response format was restricted to: (1) items for which data from either NPSAS:90 or BPS:90/92 were already available, permitting comparisons across studies or (2) items for which additional information would be considered useful for subsequent classification or coding. To minimize use of the "other, specify" option in the full-scale interview, explicit response categories were added to selected items based on the distribution of responses obtained in the BPS:90/94 field test.

Subsequent to data collection, all "other, specify" responses were evaluated for possible manual recoding into existing categories, or into new categories created to accommodate responses of high frequency, through a process known as "upcoding." **Table IV.16** contains a

---

[57] Average coding time for IPEDS school assignment was about the same as in the field test, as expected, since the dictionary of schools was quite comprehensive already. School coding was also the easiest and most consistent coding operation for the interviewers.

[58] Repeated blocks of questions are not included in this count.

Table IV.16 -- Summary of Upcoding for "Other, Specify" Items

Item	Number of "Other, Specify" Responses	Percent of "Other, Specify" Responses[a]	Number of Responses Upcoded	Percent of Responses Upcoded[b]
[ByyM] Other graduate degree sought	10	3.0	5	50.0
[B26U] Other licensing exam taken	394	41.2	181	45.9[c]
[Cy0B] Other industry category for principal job	78	0.7	50	64.1
[Cy2C] Other reason for taking job unrelated to field of study	276	18.7	240	87.0
[F73G] Other type of loan deferral	82	7.8	66	80.5
[I02G] Other reason for community service	212	10.3	202	95.3

NOTE: Analyses based on all cases indicating "other" as the response to a particular item, regardless of whether a response was subsequently specified.

[a] Percentage based on the total number of cases for whom the item was applicable.

[b] Percentage based on the number of "other, specify" responses.

[c] An additional 132 "other, specify" responses were recoded into two categories omitted from the response options for the full-scale interview based on results of the field test.

summary of the upcoding results obtained for the full-scale interview. As indicated in the table, with the exception of the licensing examination item, a relatively small proportion of applicable respondents selected the "other, specify" response option for any one item and the majority of these responses could be appropriately upcoded into existing categories.

Overall, the number of items and percentage of responses requiring upcoding decreased markedly from the BPS:90/94 field test administration. Only two items showed an increase in the percentage of "other, specify" responses from the field test: (1) the item asking for "other graduate degree sought" (ByyM) since, in the field test, only one respondent required use of the "other, specify" option; and (2) the item specifying the types of loan deferrals received (F73G) which, during the field test, was an open-ended question and, therefore, did not require "other, specify" responses. The decreased rate of "other, specify" responses in the full-scale administration demonstrates improvements made in both interviewer training and the comprehensiveness of explicit response options from the field test.

The item yielding the largest percentage of "other, specify" responses (41 percent) was that on licensing examinations (B26U). The five predetermined response options provided in the full-scale interview were those determined from the field test (*teaching, nursing, other medical, communications, and business*) plus the "other, specify" option, and recommended against continued inclusion of two categories — *cosmetology and professional engineering* — since the frequency of occurrence was comparatively low. Also as a result of the field test, the *state teacher's* and *teacher's assistant* certification categories were combined into one general *teaching* category.

For most respondents, the licensure/certification categories used in the full-scale interview were adequate. During subsequent review for upcoding, however, it was determined that the omitted categories, *cosmetology* and *professional engineering*, accounted for 42 percent of the "other, specify" responses obtained during administration of the item in the full-scale interview. Consequently, both categories were reintroduced during upcoding and the responses

BEST COPY AVAILABLE

recoded manually as appropriate. This difference in response categories required for the field test and full-scale interviews suggests a possible difference between the purposive field test and random full-scale samples.

The other item which showed a fairly high percentage of "other, specify" responses was that asking why the respondent accepted an employment position outside their field of study (Cy2C). Since the same item yielded a high rate of "other, specify" responses in the field test interview (44 percent), an effort was made to clarify the response options and provide interviewer training focused on upcoding prior to the full-scale interview. While administration of the item in the full-scale interview did reduce the "other, specify" rate from that of the field test by more than half, a large majority of the "other, specify" responses offered in the full-scale interview were still found to be "upcodeable" into existing response categories. This finding suggests a continued lack of clarity of the available options on the part of the interviewers. Additional revisions and training are recommended prior to future administrations of the item.

In addition to the "other, specify" responses, the responses for one open-ended item were evaluated for possible upcoding. All respondents ever receiving a student loan were asked whether or not any portion of a loan amount had been canceled (F73H). Those responding "yes" to the item were then asked, as an open-ended question, the reason for the cancellation (F73X). Review of the responses offered indicates that the majority of those reporting a cancellation (75 percent or 49 respondents) actually misinterpreted the intent of the item. That is, while intended to obtain reasons that loan *obligation* had been canceled, respondents interpreted the item as asking for reasons why a loan *request* or *disbursement* had been canceled or disapproved. Consequently, responses to the open-ended item included statements such as "because I quit school" and "because I received a scholarship instead." A new option was added to the first question, F73H, that identified the 49 as having provided an inappropriate "yes" response. Further categorization was not worthwhile for the small remainder of cases acknowledging receipt of a loan cancellation.

F. Indeterminate Responses

Allowances were made in the CATI program to accommodate responses of refusal (RE) to every question and "don't know" (DK) to all questions except those the respondent was expected to know (*e.g.*, marital status), either as a fixed response alternative or by special keyed entry by the interviewer. Refusal responses generally occur for items considered sensitive by the respondent, while DK responses result from a number of potential sources including: (1) question wording not being understood by the respondent, without explanation by the interviewer; (2) hesitancy on the part of the respondent to provide "best guess" responses, with insufficient prompting from the interviewer; (3) the answer being truly unknown by, or inappropriate for, the respondent; and (4) an implicit refusal to answer the question. RE and DK responses introduce indeterminacies in the data set and must be resolved by imputation or subsequently dealt with during analyses; as much as possible, they need to be reduced.

A summary of RE and DK responses for the BPS:90/94 full-scale study, by interview section, is provided in **Table IV.17**. Statistics are provided for both the number and percentage of items in each section in which any RE or DK response was given, and for maximum item-

Table IV.17 -- Summary of BPS:90/94 Full-Scale Indeterminate Responses by Interview Section

Interview Section	Number of Items in Section[a]	Refusal Responses						Don't Know Responses					
		Items with Any Refusal Responses		Items with More than 10 Refusal Responses		Per Item Refusals		Items with Any Don't Know Responses		Items with More than 10 Don't Know Responses		Per Item Don't Know	
		Number	Percent[b]	Number	Percent[b]	Maximum Number	Maximum Percent[c]	Number	Percent[b]	Number	Percent[b]	Maximum Number	Maximum Percent[c]
Total	1,705	374	21.9	159	9.3	312	50.0[d]	324	19.0	179	10.5	742	100.0[d]
A	30	8	26.7	3	10.0	31	3.8	8	26.7	3	10.0	432	21.2
B	552	52	9.4	2	0.4	21	25.0	87	15.8	31	5.6	353	25.0
C	461	92	20.0	21	4.6	31	1.2	46	1.0	18	3.9	127	11.1
D	19	6	31.6	0	0.0	2	2.4	5	26.3	2	10.5	21	3.5
E	139	36	25.9	1	0.7	12	0.8	27	19.4	2	1.4	12	1.8
F	312	62	19.9	16	5.1	106	50.0[d]	49	15.7	43	13.8	356	100.0[d]
G	88	70	79.5	40	45.5	312	18.6	72	81.8	65	73.9	742	58.4
H	54	17	31.5	3	5.6	299	40.8	13	24.1	10	18.5	187	25.5
I	26	13	50.0	6	23.1	18	0.3	8	30.8	1	3.8	30	1.7
J	24	18	75.0	9	37.5	83	10.6	9	37.5	4	16.7	388	11.2

NOTE: Statistics are based on sample members with full or partial interviews or appropriate subsets for whom specific sections/questions were applicable and reached. Indeterminacies in Sections F and G are *prior* to conversion. (See Table IV.19 for indeterminacy conversion results.)

[a] Includes all possible repeats of questions and responses within user exits.

[b] Percent is based on number of items in section.

[c] Percent is based on number of cases for whom question was applicable (*i.e.*, reaching the point in the interview, not legitimately skipped, and not determined "not applicable"). It should be noted that, under this definition, the maximum percentage reported may not correspond to the same question as maximum count reported.

[d] Although the maximum indeterminacy rates seem high, only four respondents were eligible to answer the item with the highest refusal percentage and only one respondent was eligible to answer the item with the maximum percentage of "don't know" responses.

BEST COPY AVAILABLE

level RE and DK counts and rates for respondents, within each section. Respondent-based rates are based on *only those sample members for whom each item was applicable and asked*; as such, maximum counts and rates do not necessarily apply to the same item.[59]

Overall, item refusal rates were low, with the exception of Sections G and J. For Section G, which collected respondent, parent, and household income amounts, as well as information on mortgage, rent, and expenses, 80 percent of the items had one or more refusal responses. Likewise, in Section J, which collected locator information to facilitate re-contact efforts for a third follow-up, 75 percent of the items contained at least one refusal. Across all sections, however, the percentage of items with any refusal responses was less than 22 percent.

Typically, single item refusal rates greater than one percent are considered high. In the BPS:90/94 full-scale interview, less than 5 percent of all items had refusal rates in excess of one percent. The majority of items with high refusal rates were contained in Section G where almost half of the items (48 percent) had refusal rates greater than one percent; 25 percent of the items had refusal rates in excess of five percent. Respondents were most reluctant to provide personal and parent gross income information (repeat blocks beginning with item G04A and G08A, respectively; see Appendix C for specification of screen wordings). Refusal rates were also high in Section J, with 21 percent of the items containing refusal rates greater than one percent, suggesting that respondents may have been unwilling to provide contact information for parents and others. Specifically, items concerning a given contact's relationship to the respondent were most likely to be refused (J02C; J07C).

DK responses were obtained in less than 20 percent of the interview items, with Sections G and J again providing the highest rate of DK items (82 and 38 percent respectively). As with the refusals, items most likely to evoke DK responses included the parent income questions in Section G (repeat block beginning with G08A), which also had the maximum percentage of "don't know" responses for the section (58 percent), and the "relationship to the contact" item in Section J (J07C), perhaps representing respondents' unawareness of such information as well as implicit refusals to answer the questions. Not surprisingly, the item asking where the respondent expected to live in two years also evoked a high rate of DK responses. Section C, which asked about the respondent's employment experiences, had the lowest proportion of items with DK responses (1 percent).

Items asking the respondent to specify income and other money amounts have traditionally yielded high indeterminacy rates compared with other items in the BPS surveys. **Table IV.18** presents DK and RE response data for personal, parent, and household income questions in Section G. As might be expected, indeterminacy rates were higher for parent and household incomes than for either gross or earned personal income. Respondents were more likely to refuse items pertaining to personal gross and household incomes than respond with DK (with the exception of 1990 and 1991 household income questions, which may reflect the low sample sizes reaching these items). In contrast, respondents were more likely to provide DK

---

[59] As an example, if 60 of 3,000 applicable sample members refused to answer one question and 6 of 12 applicable sample members refused to answer another question, the maximum count of refusals would be 60 while the maximum rate would be 50 percent.

Table IV.18 -- Combined Refusal and "Don't Know" Statistics for Income Questions in the BPS:90/94 Full-Scale Interview

Income Data Element		Total Responses	Response Indeterminacy Rates		
			Total	Refuse	Don't Know[a]
Personal	1993 Gross	5,929	6.2	5.0	1.2
	1993 Earned	5,560	0.8	0.0	0.8
	1992 Gross	5,929	7.5	5.3	2.3
	1992 Earned	5,483	0.6	0.0	0.6
	1991 Gross[b]	5,929	3.8	2.6	1.3
	1991 Earned	5,701	0.2	0.0	0.2
	1990 Gross	5,929	4.6	2.9	1.7
	1990 Earned	5,656	0.3	0.0	0.2
Parents[b]	1993 Gross	1,801	22.1	9.7	12.4
	1992 Gross	2,533	22.3	9.5	12.8
	1991 Gross	413	38.7	18.6	20.1
	1990 Gross	494	35.6	16.2	19.4
Household[b]	1993 Gross	4,127	11.5	7.0	4.5
	1992 Gross	3,395	12.7	7.8	4.9
	1991 Gross	792	18.1	8.5	9.6
	1990 Gross	272	26.1	11.8	14.3

NOTE: Statistics are based on the sample members for whom items were reached and were applicable.

[a] Rates reflect conversions of original "don't know" responses through the series of "estimation" screens associated with each gross income item.

[b] For a given year, either parent or household gross income was collected, depending on the sample member's dependency status during that year. For 1990 and 1991, data were not collected if determinate responses were obtained in the BPS:90/92 full-scale interview.

responses for earned income and parent income items. Respondents are less likely to know their parents' income than their own and, to a lesser extent, that of their household.

In order to reduce the indeterminacy rates for these items in Section G of the BPS:90/94 full-scale interview as well as for other financial amount items, specific questions were included to route initial DK responses through a series of screens seeking closer and closer estimates for the financial questions.[60] Amount ranges for the DK conversion screens were based on frequencies obtained from the BPS:90/94 field test for the same items.

Indeterminacy conversion, attempted for five different financial amount items as shown in **Table IV.19**, was very successful for initial DK responses. Conversion rates were greater than 50 percent for every item attempted, with an overall success rate of 65 percent. Consistent with previous results, the conversion process was more successful for financial aid and total loan amounts and for personal gross income than it was for either parents' or household gross incomes. This finding reflects the greater likelihood of respondents being able to estimate their own financial situation better than that of their parents and other members of the household.

---

[60] Because of a low success rate in the BPS:90/94 field test, analogous refusal conversion was not attempted for such items during the full-scale interview.

BEST COPY AVAILABL

Table IV.19 -- Conversion of "Don't Know" Indeterminate Responses for Amount Questions in BPS:90/94 Full-Scale Interview

Item Type	Initial Indeterminacies/ Conversions	"Don't Know"	
		Number	Percent
Total	Initial	5,237	
	Converted	3,379	64.5
Financial Aid Amount[a]	Initial	506	
	Converted	383	75.7
Total Loan Amount	Initial	392	
	Converted	295	75.3
Respondent Gross Income[b]	Initial	1,587	
	Converted	1,201	75.7
Parents' Gross Income[b,c]	Initial	1,568	
	Converted	859	54.8
Household Gross Income[b,c]	Initial	1,184	
	Converted	642	54.2

NOTE: Statistics are based on items in Sections F and G in which respondents initially answered "Don't Know."

[a] Information collected for each school attended in each applicable academic year (0 to 9 responses per respondent were possible).

[b] Information collected for each applicable calendar year (up to 4 possible responses per respondent).

[c] Based on respondent's dependency status in the applicable year, either parent or household income, but not both, was requested.

G. Quality Control Monitoring

Monitoring telephone data collection in progress serves a number of goals. These goals are: to provide information about the overall level of error in the facility to ensure that the interviewing process remains in statistical control (and to reduce overall error to acceptable limits); to obtain information on the interview process that can be used in improving study design; and to improve interviewer performance by reinforcing good interviewer behavior and discouraging poor behavior. The data reported in this section reflect the monitoring conducted during the BPS:90/94 data collection using the RTI telephone monitoring system.

The system provides for sampling of interviewers and interview items during CATI operations. Monitors listen to sampled interviews and observe the data collection using remote monitoring telephone and computer equipment and software. They record their observations on laptop computers which contain computerized monitoring forms.

During the BPS:90/94 training sessions for interviewers and supervisors, staff received training on the monitoring system. Interviewers were informed of what types of interviewer behavior would be allowed and what types must be avoided. Supervisors, who served as monitors, were instructed on how to identify proper and improper interviewer behavior and how to record their observations on the laptop computers. In addition, all staff were told the purpose of the monitoring data and how the data were to be reported.

BEST COPY AVAILABLE

Monitors were instructed to focus on five interviewer behaviors including:

- delivery of questionnaire text - to identify proper reading of the questionnaire text (verbatim), appropriate modifications of the text based on prior statements made by the respondent (recognition statements), or improperly skipping over questions;
- delivery of recognition statements (as applicable) - to identify the use of appropriate complete and neutral recognition statements;
- probing - to identify the use of complete and neutral probing techniques;
- feedback - to identify the use of an appropriate frequency and the use of neutral feedback techniques; and
- CATI entry - to identify correct recording procedures.

Eleven monitors were responsible for quality control monitoring. They observed the delivery of nearly 13,000 questions during the data collection period.[61] The majority of the monitoring data were collected during the early and middle phases of data collection. Toward the end of the data collection period, monitoring efforts were reduced commensurate to the lighter caseload being worked by the interviewers, the greater experience of the remaining interviewers, and satisfaction by project staff that the process was in appropriate control.

The monitoring results are presented in **Figures IV.1** through **IV.5**. Six periods of data collection are designated for each table. The first period includes only the first two weeks of data collection. On most studies, interviewers experience a *learning curve*, a short time at the beginning of their study efforts during which they are still developing their skills with a particular survey instrument and study procedures. By separating the first two weeks of monitoring data, we can evaluate interviewer behavior during this initial stage. The next five data collection periods each reflect a four week period. A final period of five weeks is not shown on the tables. It was during this last period that monitoring efforts were reduced. Analysis of interviewer behavior based on the few observations from this period is not useful.

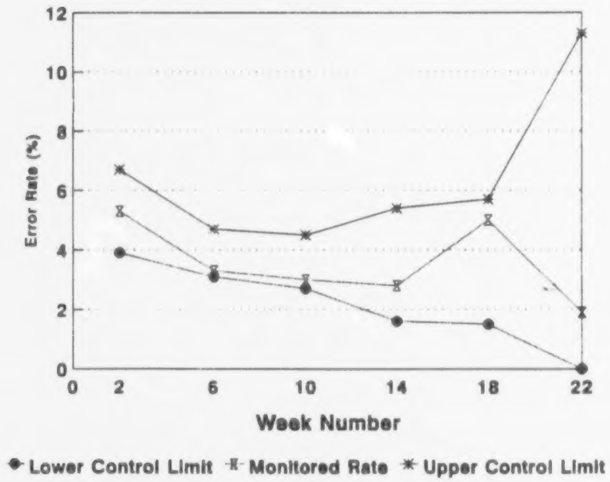
The facility-level data shown in the figures include the percentage of instances where a behavior was observed, along with the upper and lower control limits based on the number of instances observed.[62] A deviation outside of the control limits is indicative of an unexpected behavior pattern. These deviations can be explained either by a change in the interviewing process, a change in the monitoring process, or a problem with interviewer performance. In the discussion below, we summarize the monitoring data for each of the five behaviors that were observed.

---

[61] On a few days during Week 4 of the data collection period, the monitoring software package used by the staff malfunctioned. This forced the monitors to monitor without visual input from the interviewer screen replicate image. Data on the questions monitored during this period were removed from the analysis reported in this summary and are not included in the 13,000 questions reported here. The monitoring software package was replaced with a more satisfactory system to prevent recurrences of the problems experienced then.

[62] The upper and lower control limits were calculated as plus (for upper limit) and minus (for lower limit) three times the standard error associated with the cumulative proportion of errors to the number of questions observed for the given period.

Figure IV.1 -- Monitoring Results for Delivery of Questionnaire Text



1. Delivery of Questionnaire Text

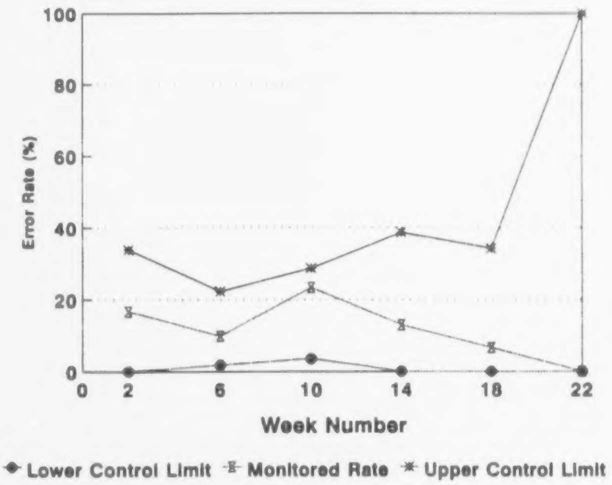
Question delivery errors consisted of incorrect reading of the screen wording or skipping of the question entirely. The rate of question delivery errors declined steadily over time, with the exception of weeks 15 to 18. At the beginning of the data collection period, the rate was about 7 percent. This fell during weeks 3 to 6 and weeks 7 to 10. By weeks 11 to 14, the rate had leveled off at about 3 percent. During weeks 15 to 18, however, the rate moved back up to over 5 percent. During weeks 19 to 22, the rate dropped again to approximately 2 percent.

We expected to see the rates fluctuate back-and-forth between the upper and lower control limits. This expected pattern can be seen in the data. It must be noted, that even during weeks 15 to 18, the error rate did not surpass the upper control limit. The average error rate for the entire survey period was 3.6 percent

2. Delivery of Recognition Statements

The use of recognition statements was a somewhat new technique for interviewers and monitors alike. Often, a respondent will provide information during the course of the interview that seems relevant to a subsequent question. In such cases, interviewers were instructed to verbally recognize that this information had been provided in conjunction with later question delivery. After recognizing the information, they were to either read the question verbatim or use a neutral probe to obtain a definitive answer for the item. Errors were noted if the recognition statements were ether non-neutral or incomplete.

Figure IV.2 -- Monitoring Results for Delivery of Recognition Statements

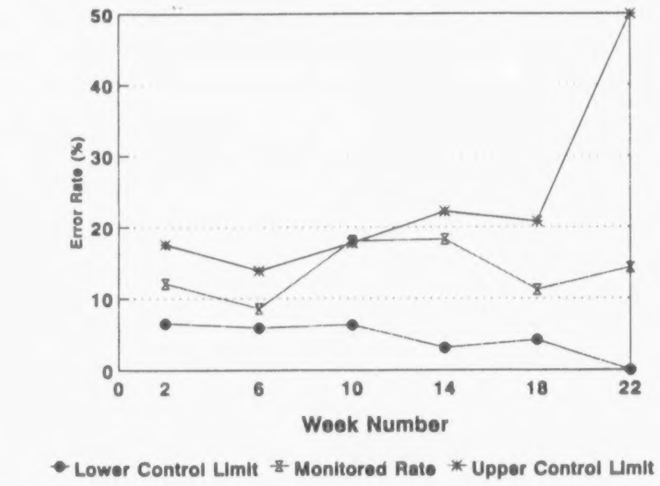


The error rates for this behavior fluctuated between 10 percent and 25 percent, and always remained within the lower and upper control limits. The monitoring data do seem to reflect an increased proficiency on the part of the interviewers, as evidenced by the general decline in the rate of errors recorded over time. Overall, the error rate was 14.5 percent.

3. Probing

Errors in probing occurred when the interviewer failed to probe, probed incompletely, or used non-neutral probing methods. Probing error rates fluctuated between 10 and 20 percent throughout most of the data collection period. Once again, the learning curve can be observed during the first few weeks of data collection. However, unlike monitored behaviors discussed previously, the rates for probing errors increase as data collection continues through weeks 7 to 10 and weeks 11 to 14. This increase was associated with the type of cases being worked by the interviewers during those two periods.

Figure IV.3 -- Monitoring Results for Probing



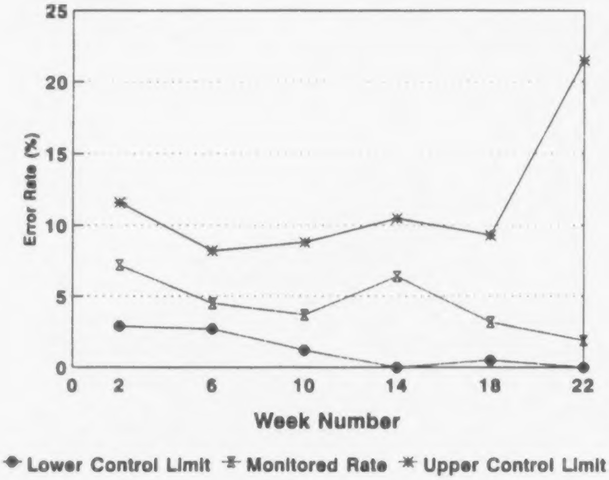
During weeks 7 to 10, most of the cases in the facility were the "hard-to-contact" and prior refusals. Most likely, there was a tendency for interviewers to alter their normal probing techniques in order to speed through the interviews with these types of respondents. Otherwise, they might fear, the respondents would break off the interviews.

While this might explain why the rates rise over time, it does not answer the question of whether or not this is acceptable. In discussions with the interviewers during weeks 11 to 14, the project director asserted that proper interviewing techniques were to be used even in cases when there was a chance that such behavior might jeopardize completion of the interview. Reliance was placed on the interviewers' skills at maintaining cooperation in order to overcome this slight risk. After the interviewers received this message, the error rate fell. For the full survey period, the average error rate associated with probing was 12.4 percent.

4. Feedback

Feedback error was defined as an inappropriate use of feedback techniques by the interviewer (such as making a value judgment of a particular question response). The data on feedback probably "fits" the expectations of quality control theories better than any other set of behavior data from the BPS:90/94 monitoring. The rates fluctuated between 7 and 3 percent with an overall average of 4.8 percent. There is evidence of a learning curve, followed by a slight decline in the error rates. The only anomaly occurs during weeks 11 to 14, when the error rate rose above 6 percent. This rise can also be attributed to the type of cases that the interviewers were working during that time.

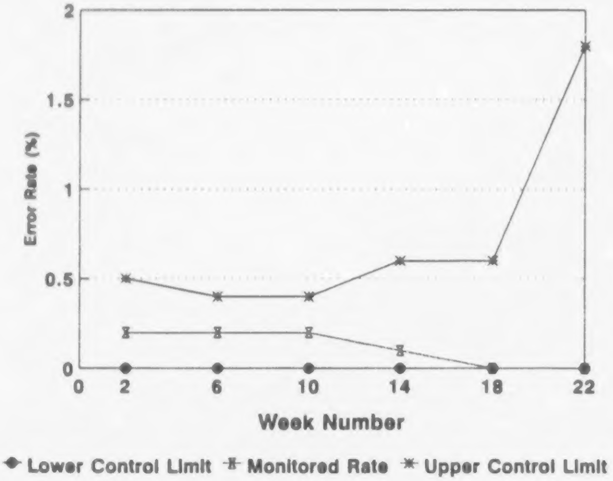
Figure IV.4 -- Monitoring Results for Feedback



5. CATI Entry

CATI entry error occurs when the question response is recorded incorrectly. The error rates of CATI entry are quite small. This may be attributed to two factors. First, it is difficult for monitors to observe the recorded entries before the screen switches to the next question, so the error rates shown in **Figure IV.5** are lower bound estimates. Second, CATI entry errors by interviewers are, in fact, very rare. Most major CATI facilities throughout the country, including RTI, typically report CATI entry errors under 1 percent. The rates for BPS:90/94 were in accordance with those estimates; the highest rate was 0.2 percent, as shown in **Figure IV.5**. The facility average error rate for the full-scale data collection period was 0.16 percent.

Figure IV.5 -- Monitoring Results for CATI Entry



88

V. Data File Construction

A set of restricted research files and a public release Data Analysis System (DAS) are being prepared from the student interview data collected in BPS:90/94, BPS:90/92, and NPSAS:90. Full documentation is being produced on a variable-by-variable basis. This includes variable names, descriptors, substantive grouping of variable, screen wording (for CATI questions) or pseudocode (for derived variables), response categories with associated descriptors and frequencies (both weighted and unweighted), and sources for variables. An overview of data file construction activities follows.

Documentation of the data files actually began during instrument development since the Data Dictionary System (DDS: see Section II.C) was used both to produce the CATI instrument and to generate the documentation for the analytic files. Actual variable parameters, such as screen wording, response options and descriptors, lengths and types of variables, and variable descriptors were specified during instrumentation, and the central dictionary of the DDS ensured that this information was maintained consistently. This information was then extracted as part of the documentation activity. Further documentation efforts were necessary subsequent to data collection. Variables were categorized and assigned *prefixes* according to their substantive content. Pseudocode (i.e., programming logic used in variable construction) was specified for each derived variable to ensure that the meanings of all analytic variables were fully specified, including linkage to component variables. Obviously, final weighted and unweighted frequencies were not generated until the final data files were constructed. The restricted-use research files are fully documented by an Electronic Codebook (ECB), which is generated by software developed by NCES. The DAS also contains full documentation and is a software product developed by NCES.

Subsequent to data collection, the CATI data were edited and cleaned as part of the preparation of data files. Modifications to the data were made, to the extent possible, based on problem sheets submitted by interviewers which detailed item corrections, deletions, and prior omissions. Additionally, variables were checked for legitimate ranges and cross-item consistency.[63] Quality control coding corrections and school information from the Integrated Postsecondary Education Data System Institutional Characteristics (IPEDS-IC) files were merged onto the CATI files, where appropriate, as part of the data file construction effort. Inconsistencies of the data identified during analyses were also corrected, as appropriate and feasible. The data editing/cleaning process did not include any imputation.

Sets of nonresponse-adjusted weights (see Chapter VI) were added to the files. A number of derived variables were created to aggregate and/or simplify sets of related CATI data elements. Derived variables were also created to facilitate various analyses for the descriptive report and for incorporation into the public release DAS and the restricted use research files.[64]

---

[63] While a considerable number of internal checks and summary data confirmation screens were built into the CATI program, some inconsistencies were created by contradictory responses by the respondents which were impractical to edit during CATI, given the need to minimize respondent burden.

[64] For example, a number of persistence and attainment variables were constructed from the BPS CATI data.

Data from each of the studies in the longitudinal series (NPSAS:90, BPS:90/92, and BPS:90/94) were incorporated into the DAS and restricted use files for the BPS-eligible cohort. Confirmed BPS eligibility was determined as part of BPS:90/92 and BPS:90/94 data collection; only confirmed eligibles were included in the final data files.[65] Each of the eligible sample members had interview data from NPSAS:90 as well as BPS:90/92 and/or BPS:90/94.[66] Those sample members who were nonrespondents in BPS:90/92, but who participated in BPS:90/94, provided some BPS:90/92 information retrospectively. As the data files contained information spanning these three data collections, the retrospective information was included to enhance the power and coverage of the longitudinal analyses.

The restricted use research files were organized into the BPS:90 Electronic Codebook (ECB), an NCES product available to a limited set of licensees. **Table V.1** shows the restricted file names, descriptors for each, and record basis. The student-level files contain one record per eligible sample member. Other files may contain multiple records per student.

Table V.1 -- Files Included in BPS Restricted Research Data Files

File Name	Description	Record Basis
STUDENT	Student-level information (numeric/categorical) including: derived variables from NPSAS:90, BPS:90/92 and BPS:90/94; raw CATI data from the three studies; and weighting data.	1 per eligible member
BPSALPHA	BPS:90/94 alpha fields	1 per eligible member
B92ALPHA	BPS:90/92-limited alpha fields	1 per eligible member
SCHINFO	Information associated with given school	1 per school per eligible member
TERMINFO	School term specific information	1 per term per school per eligible member
JOBINFO	Information associated with each job spell	1 per employment period per eligible respondent
PRINCJOB	Information associated with identified principal job	1 per identified principal job per applicable year per eligible respondent

The BPS:90/94 Descriptive Summary Report, a separate publication, documents some of the significantly results from the longitudinal data collection. It includes an essay on persistence and attainment for those beginning postsecondary education in 1989-90. Also, its table compendium presents other results, including but not limited to, employment experiences, education financing, and community activities. The BPS:90/94 DAS generated the tables presented in the Descriptive Summary Report.

---

[65] Confirmed BPS-eligibles who were BPS:90/92 respondents but who died prior to BPS:90/94 data collection were included in the set of longitudinal files.

[66] Confirmed BPS-eligible sample members who were BPS:90/92 respondents and BPS:90/94 nonrespondents were included in the analytic files, since the BPS data set is useful for NPSAS:90- and/or BPS:90/92- limited analyses as well as BPS:90/94- and comprehensive- analyses.

BEST COPY AVAILABLE

VI. Sample Weighting

A. Overview

Since the target population for BPS:90 consists of those students in the NPSAS:90 target population who first entered postsecondary education during the 1989-90 academic year (defined as July 1, 1989 through June 30, 1990), the BPS sample was selected as a subsample of the NPSAS:90 participants, specifically those who were FTB. NCES provided a data base of 11,700 participants believed to contain all FTBs in the NPSAS:90 sample; this data base was used as the basis for the BPS:90 sample.

The initial set of 11,700 potential FTBs contained 10,566 students who had been selected from the NPSAS:90 undergraduate stratum, 333 who had been selected from the first-professional stratum, and 801 who had been selected from the graduate student stratum. After further examining NPSAS:90 institutional and student interview data for these cases, each of the latter two groups was partitioned into two strata: those considered unlikely to be FTBs and those with somewhat greater potential for being FTBs. Similarly, students selected as undergraduate students were divided into three strata: those most likely to be FTBs, those with questionable student level, and those considered to be upper level students (not FTBs). The result was a partition of the original set of 11,700 potential FTBs into seven strata. The nature of the partitioning and the resulting numbered strata and sample sizes are shown in **Figure VI.1**.

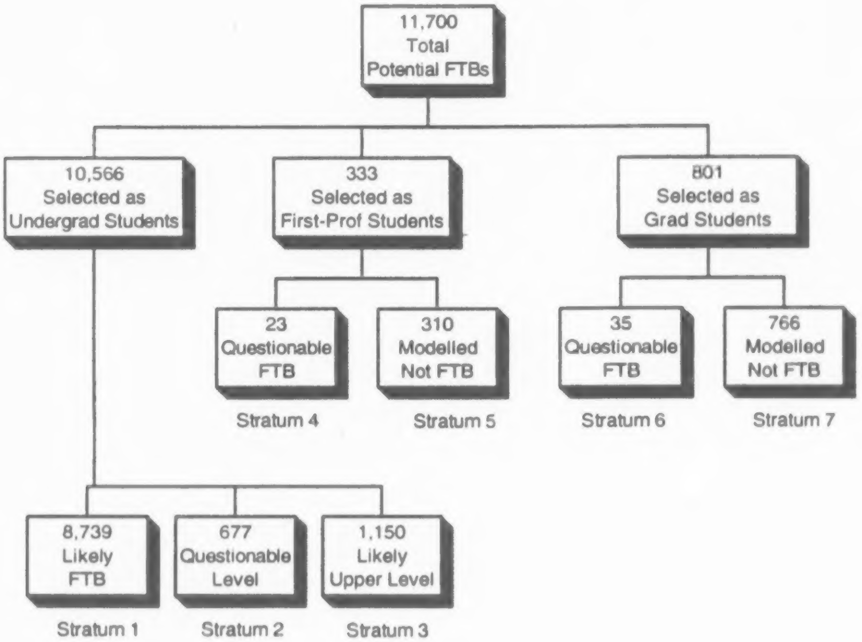
Members of strata 1, 2, 4, and 6 were included in the fielded BPS:90/92 sample; eligibility rates (principally FTB rates) were to be determined conclusively on the basis of the BPS interview.[67] Test samples -- 100 students from stratum 3 and 50 students each from strata 5 and 7 -- were also selected. These test samples were to be interviewed early in the data collection process to estimate FTB rates (and thus eligibility for BPS:90) in the associated strata. Based on test sample results, it was decided, in consultation with NCES, to include all members of stratum 3 (including those in the test sample) in the fielded sample and to exclude all members of strata 5 and 7. Thus, the fielded sample for BPS:90/92 consisted of the 10,624 members of strata 1 through 4 and 6.

Because of the relative success of the pre-CATI classifications, *post hoc* modeling was implemented following BPS:90/92 data collection, in an attempt to identify non-FTBs among nonrespondents. The purpose of this modeling was to better target the sample to be fielded in subsequent BPS:90 follow-ups. Those modeled as non-FTBs were treated like all other nonrespondents for the BPS:90/02 weight adjustments because the modeling results were not yet final when the weighting was implemented. Hence, they were treated as eligibles for the BPS:90/92 weighting. However, they were excluded from the BPS:90/94 sample as a result of the modeling. Therefore, they were treated as ineligibles for the BPS:90/94 weighting. The NPSAS:90 variables used in the modeling were: (a) prior receipt of bachelor's degree, (b) year in college, (c) type of program enrolled in, (d) self-reported undergraduate level, and (e) high school

---

[67] Questions determining FTB status in the NPSAS:90 interview were not always definitive for the adopted FTB definition; more definitive questions were developed for the BPS:90/92 interview.

Figure VI.1 -- Subdivision of 11,700 Potential FTBs into 7 Sampling Strata


11,700
Total
Potential FTBs
10,566
Selected as
Undergrad Students
333
Selected as
First-Prof Students
801
Selected as
Grad Students
23
Questionable
FTB
Stratum 4
310
Modelled
Not FTB
Stratum 5
35
Questionable
FTB
Stratum 6
766
Modelled
Not FTB
Stratum 7
8,739
Likely
FTB
Stratum 1
677
Questionable
Level
Stratum 2
1,150
Likely
Upper Level
Stratum 3

graduation year. Modeling procedures were applied separately within each of the five strata comprising the fielded sample.

In strata 1 through 3 (all originally sampled into the NPSAS:90 undergraduate student stratum), joint distributions of these variables among known (through interviewing) FTB status cases identified discrete regions in the data space with high concentrations of non-FTBs. Rules predicting non-FTB status were developed based on these concentrations (and the resultant estimated false positive and false negative error rates). The developed rules, which differed somewhat depending on the stratum considered, were then applied to the non-respondents within the applicable stratum. Nonrespondents in strata 4 and 7 (selected into the NPSAS:90 graduate student or first professional student stratum) were too few for such a modeling approach. Because of the extremely low FTB rates in these groups, all nonrespondents were modeled as non-FTBs. A total of 171 non-respondents were modeled as non-FTB in this operation. Thus, the BPS:90/94 sample excludes those 2,539 students identified as ineligible for BPS in BPS:90/92, plus the 171 students modeled out as ineligible, leaving a total of 7,914 students sampled for BPS:90/94.

A student was defined to be an eligible respondent for BPS:90/94 if the student at least completed the portion of the CATI interview through the confirmation of the schools attended including identification of any additional schools not previously reported (up to or past B53A; see facsimile instrument in Appendix C) or provided status as of February 1994 for enrollment, employment, and postsecondary degree attainment. The final eligibility and response status for the BPS:90/94 sample members is summarized in **Table VI.1**. Of the 7,239 who are known to be eligible sample students, 6,617 responded; eligibility status is still undetermined for 486 sample members (approximately 6 percent of the BPS:90/94 sample). Thus, the unweighted BPS:90/94 response rate is 91.4 percent among those students known to be eligible for BPS:90/94. The weighted response rate, using the NPSAS:90 analysis weights, is 91.0 percent.

Table VI.1 -- BPS:90/94 Final Response and Eligibility Status

Final Response and Eligibility Status		Number	Percent
Total BPS:90/94 Sample		7,914	100.0
Eligible	Total	7,239	91.5
	Responding	6,617	83.6
	Not Responding	622	7.9
Ineligible		189	2.4
Undetermined Eligibility		486	6.1

NOTE: The 2,539 students who were determined to be ineligible in BPS:90/92 and the 171 additional students who were subsequently "modeled out" as ineligible for BPS:90 are not included in this table. Percentages are of total BPS:90/94 sample.

For comparison to the BPS:90/92 response and eligibility status, BPS:90/92 sample members were defined to be (at least partial) respondents if they completed additional questions in Section A of the student interview beyond those needed to determine eligibility. The response and eligibility status is summarized in **Table VI.2** for the two rounds of BPS, using the latest information on study eligibility. Of the BPS:90/92 nonrespondents, 737 were known or

Table VI.2 -- Summary of Response and Eligibility Status for BPS:90/92 and BPS:90/94

BPS Eligibility[a]	Percent	BPS:90/92 Response[b]	Percent	BPS:90/94 Eligibility[a]	Percent	BPS:90/94 Response[b]	Percent
Yes - 7,253	68.3	Yes - 6,516	61.3	Yes - 6,502	61.2	Yes - 5,888	55.4
						No - 614	5.8
				No - 14	0.1	No - 14	0.1
		No - 737	6.9	Yes - 737	6.9	Yes - 729	6.9
						No - 8	0.1[c]
No - 2,885	27.2	No - 2,885	27.2	No - 2,885	27.2	No - 2,885	27.2
DK - 486	4.6	No - 486	4.6	DK - 486	4.6	No - 486	4.6

NOTE: Percentages are based on 10,624 cases in the BPS:90/92 working sample.

[a] Based on data collected in both rounds of BPS:90 for all 10,624 sample members.

[b] Those whose responses determined that they were ineligible for BPS:90 are classified as survey nonrespondents to avoid making the table more complex.

[c] BPS eligibility was established for these cases, but the cases failed to provide sufficient additional information to be considered respondents.

BEST COPY AVAILABLE

determined to be eligible for BPS and 729 of these were successfully interviewed in BPS:90/94. Fourteen of the students interviewed in BPS:90/92 were ineligible for BPS:90/94 because they died prior to BPS:90/94 data collection.

Four sets of weights, including the BPS:90/92 weights (documented separately),[68] were computed for use with the data collected in the BPS:90 series of interviews. The four sets of weights are:

(1) 1992 cross-sectional weights for cross-sectional analyses of the BPS:90 population at the time of the 1992 data collection based on the first round of BPS:90 data collection;
(2) 1994 cross-sectional weights for cross-sectional analyses of the BPS:90 population at the time of the 1994 data collection;
(3) 1992 cross-sectional weights for cross-sectional analyses of the BPS:90 population at the time of the 1992 data collection based on the data items either collected directly in BPS:90/92 or collected retrospectively in BPS:90/94; and
(4) longitudinal weights for comparison of the responses pertaining to the 1990, 1992, and 1994 cross-sectional populations (e.g., trend analyses) based on those students who responded in NPSAS:90, BPS:90/92, and in BPS:90/94 (i.e., respondents for all three surveys).

The 1994 cross-sectional weights can also be used for longitudinal analyses for those data items that were collected retrospectively in BPS:90/94 because those data items will be available for 1992 (either directly from BPS:90/92 or retrospectively from BPS:90/94) if the student responded in 1994. Each set of weights consists of an analysis weight for computing point estimates of population parameters plus a set of 35 replicate weights for computation of sampling variances using the Jackknife replication method of variance estimation. All weight adjustments were implemented independently for each set of replicate weights.

B. Computation of 1994 Cross-Sectional Weights

In the second round of BPS:90 (BPS:90/94), attempts were made to contact and interview all BPS:90 sample students who had not been identified as ineligible in the first round (BPS:90/92) and had not been "modeled out" as ineligible for BPS:90. Since data collection for the second round was not restricted to the first round respondents, sample weighting for BPS:90/94 begins with the NPSAS:90 analysis weights, as had the BPS:90/92 weights.

Two stages of nonresponse occur in the BPS:90 data collection. The first stage of nonresponse is nonresponse to the data items that determine the student's eligibility for BPS:90. This occurred primarily when the sample member could not be located or contacted. The second stage of nonresponse occurs when eligible sample students do not complete sufficient data items to be classified as a study respondent. This occurred primarily either due to inability to locate and contact an eligible sample student or to an eligible sample student refusing to participate.

---

[68] Research Triangle Institute. *Beginning Postsecondary Stuents Longitudinal Study, 1990-1996: First Follow-up: BPS:90/92 Sample Design Report* (Contractor Report). Research Triangle Institute: Research Triangle Park, NC, January 1994.

Sample-based weight adjustments were used to reduce the potential for nonresponse bias resulting from each stage of nonresponse.

As shown in **Table VI.2**, eligibility was not determined for only 486 of the 10,624 BPS:90 sample members in the second round. Thus, the unweighted response rate for eligibility determination was 95.4 percent in BPS:90/94. The weighted response rate was 95.3 percent. Since the response rate for eligibility determination was high, a relatively simple nonresponse adjustment might have been sufficient. However, the BPS:90/92 weighting classes were, in fact, a complex model developed for predicting eligibility because of the lower response rate (about 85 percent) for eligibility determination in the first round.[69] That model is also useful for BPS:90/94 because adjusting the weights to optimize the estimate of the number of eligible students in the target population is the most important criterion for this stage of weight adjustment. Therefore, the weight adjustment factors for nonresponse to the eligibility determination were computed exactly as described in Section IV.C of the BPS:90/92 sample design report, using the 48 weighting classes developed for BPS:90/92.[70]

In computing the adjustment, three indicator variables were defined, as follows:

$$I_K(i) = \begin{cases} 1, & \textit{if the eligibility status of the i-th BPS sample member is known;} \\ 0, & \textit{otherwise;} \end{cases}$$

$$I_E(i) = \begin{cases} 1, & \textit{if the i-th BPS sample member is known to be eligible for BPS}\text{:90/94;} \\ 0, & \textit{otherwise.} \end{cases}$$

$$I_R(i) = \begin{cases} 1, & \textit{if the i-th BPS sample member is an eligible BPS}\text{:90/94 } \textit{respondent;} \\ 0, & \textit{otherwise.} \end{cases}$$

It can be seen that the indicator $I_K(i)$ is equivalent to the Boolean variable for known eligibility; $I_E(i)$ and $I_R(i)$ are similarly Boolean variables for known eligible and known responding, respectively.

---

[69] C.f., Research Triangle Institute, 1994, op. cit.

[70] C.f., Research Triangle Institute, 1994, op. cit.

Letting s (which takes on values from 1 to 48) index the separate weight adjustment cells, the eligibility weight adjustment factor for the s-th cell, $A_1(s)$, is obtained as:

$$A_1(s) = \frac{\Sigma_s \; W_1(i)}{\Sigma_s \left(W_1(i) \; I_K(i) \right)} \quad , \tag{1}$$

where Σ_s denotes summation over all sample members belonging to the s-th weight adjustment cell. The numerator estimates the NPSAS:90 universe size for the cell, and the denominator estimates the (typically smaller) number in the cell for whom eligibility status could be determined using the BPS:90/94 survey methods. Consequently, the adjustment factor $A_1(s)$ is the inflation factor needed to apportion the weight of all members of the cell to those members in the cell for whom eligibility is known.

The sampling weight adjusted for nonresponse to eligibility determination for the i-th BPS:90/94 sample member belonging to weight adjustment cell s, $W_2(i)$, is then given by applying the adjustment factor and the known eligibility to the final NPSAS:90 analysis weight;

$$W_2(i) = W_1(i) \; A_1(s) \; I_K(i) \quad . \tag{2}$$

This adjustment simultaneously sets to zero, within each cell, the weights for sample members with unknown eligibility status and adjusts upwards the weights for known eligibles within the cell to compensate for those in the cell with unknown eligibility. The sum, within a given cell, of the adjusted weights, $W_2(i)$, is seen to be identical to the sum of $W_I(i)$.

The weighted and unweighted percentages of BPS:90 sample members who were eligible for BPS:90/94 are shown in **Table VI.3** by the 48 weighting classes for unknown eligibility status. The advantage of using these weighting classes can be understood by considering weighting classes with disparate eligibility rates (e.g., weight adjustment cells 2 and 47). The nonrespondents in Cell 2 have their weight reallocated to the respondents in Cell 2. Since 91.3 percent of the respondents in Cell 2 are estimated to be eligible, 91.3 percent of the weight associated with the nonrespondents in that cell contributes to the estimated BPS:90/94 population size. Similarly, the nonrespondents in Cell 47 have their weight reallocated to the respondents in that same cell. In this case, however, only 1.7 percent of the respondents are estimated to be eligible for BPS:90/92, and, hence, only 1.7 percent of the weight associated with the nonrespondents in Cell 47 contributes to the estimated BPS:90/94 population size.

Response rates were considered for several student classification variables, as shown in **Table VI.4**, for determining weighting classes for adjustment for this stage of nonresponse. Since the response rate was high, a major effort to determine complex weighting classes with disparate response rates (a complex model for propensity to respond) was not warranted. Therefore, given that sample sizes were reasonably large and response rates varied considerably by type of institution, the institution sector variable, OFCON2, was selected as the weighting class variable. Hence, the weight adjustments for nonresponse of eligible sample students was

Table VI.3 -- Definition of, and BPS:90/94 Eligibility Rates within, Weight Adjustment Cells for Unknown Eligibility Status

Number and Definition of Weight Adjustment Cell	Total Sample Members	Number with Known Status	Percent Eligible	
			Unweighted	Weighted[a]
Total Population	10,624	10,138	71.4	68.2
1. Likely FTB; 4-yr; young	89	86	87.2	81.0
2. Likely FTB; < 4-yr; public; young or typical age; dependent	563	530	91.7	91.3
3. Likely FTB; < 4-yr; public; young or typical age; independent	49	47	89.4	87.4
4. Likely FTB; < 4-yr; private, not-for-profit; young or typical age	325	311	93.9	90.6
5. Likely FTB; < 4-yr; private, for-profit; young or typical age; dependent	489	459	92.2	90.2
6. Likely FTB; < 4-yr; private, for-profit; young or typical age; independent	106	96	85.4	80.2
7. Likely FTB; 4-yr; public; typical age; dependent	1,626	1,583	96.2	96.1
8. Likely FTB; 4-yr; public; typical age; independent	51	50	90.0	88.7
9. Likely FTB; 4-yr; private, not-for-profit; typical age; dependent	2,164	2,105	98.1	98.1
10. Likely FTB; 4-yr; private, not-for-profit; typical age; independent	65	62	80.6	76.0
11. Likely FTB; 4-yr; private, for-profit; typical age	42	39	92.3	83.7
12. Likely FTB; public; older; dependent	196	185	58.4	59.1
13. Likely FTB; 4-yr non-Ph.D.; public; older; independent; enrolled	35	35	51.4	51.3
14. Likely FTB; 4-yr Ph.D.; public; older; independent; enrolled	34	32	65.6	64.3
15. Likely FTB; 4-yr; public; older; independent; not enrolled	142	133	48.9	47.7
16. Likely FTB; < 4-yr; public; older; independent	765	721	52.0	48.5
17. Likely FTB; < 2-yr; private, not-for-profit; older	106	101	51.5	48.7
18. Likely FTB; 2-3 yr; private, not-for-profit; older	100	94	53.2	60.3
19. Likely FTB; < 2-yr; private, for-profit; older	1,027	919	54.3	55.0
20. Likely FTB; 2-3 yr; private, for-profit; older	338	308	58.8	56.5
21. Likely FTB; 4-yr non-Ph.D.; private, not-for-profit; older; dependent	50	49	63.3	64.9
22. Likely FTB; 4-yr non-Ph.D.; private, not-for-profit; older; independent; enrolled	56	53	50.9	50.2
23. Likely FTB; 4-yr non-Ph.D.; private, not-for-profit; older; independent; not enrolled	122	115	45.2	43.8
24. Likely FTB; 4-yr Ph.D.; private, not-for-profit; older; dependent	45	42	52.4	47.9
25. Likely FTB; 4-yr Ph.D.; private, not-for-profit; older; independent	93	81	30.9	31.2

See footnote at end of table.

Table VI.3 -- Definition of, and BPS:90/94 Eligibility Rates within, Weight Adjustment Cells for Unknown Eligibility Status (continued)

Number and Definition of Weight Adjustment Cell	Total Sample Members	Number with Known Status	Percent Eligible	
			Unweighted	Weighted[a]
26. Probable FTB; 4-yr; private, for-profit; older	61	59	52.5	48.5
27. Probable FTB; 4-yr; public; young	43	43	90.7	88.5
28. Probable FTB; 4-yr; private, not-for-profit; young	51	49	100.0	100.0
29. Probable FTB; private, for-profit; young/typical age	40	35	74.3	75.1
30. Probable FTB; < 4-yr; public; young/typical age	98	94	88.3	83.7
31. Probable FTB; < 4-yr; private, not-for-profit; young/typical age	28	27	85.2	88.2
32. Probable FTB; 4-yr non-Ph.D.; public; typical age	57	56	76.8	73.8
33. Probable FTB; 4-yr non-Ph.D.; private, not-for-profit; typical age	72	71	70.4	72.5
34. Probable FTB; 4-yr Ph.D.; public; typical age	54	54	61.1	61.3
35. Probable FTB; 4-yr Ph.D.; private, not-for-profit; typical age	56	52	75.0	73.7
36. Probable FTB; public; older	67	65	35.4	34.2
37. Probable FTB; private, not-for-profit; older	53	53	26.4	23.6
38. Probable FTB; private, for-profit; older	58	53	49.1	50.6
39. Possible FTB; public; young/typical age	266	264	8.7	10.7
40. Possible FTB; private, not-for-profit; young/typical age	279	277	7.2	7.5
41. Possible FTB; < 4-yr; public; older	86	83	19.3	16.3
42. Possible FTB; < 4-yr; private, not-for-profit; older	32	32	15.6	30.0
43. Possible FTB; 4-yr non-Ph.D.; public; older	120	120	7.5	7.8
44. Possible FTB; 4-yr Ph.D.; public; older	95	95	1.1	1.1
45. Possible FTB; 4-yr; private, not-for-profit; older; enrolled	76	75	9.3	7.7
46. Possible FTB; 4-yr non-Ph.D.; private, not-for-profit; older; not enrolled	115	113	7.1	7.9
47. Possible FTB; 4-yr Ph.D.; private, not-for-profit; older; not enrolled	49	47	2.1	1.7
48. Possible FTB; private, for-profit	90	85	30.6	30.2

[a] Based on the NPSAS:90 analysis weights.

Table VI.4 -- BPS:90/94 Response Rates by Selected Student Classifiers

Student Classification within Identified Variables	Number Known Eligible	Percent Responding	
		Unweighted	Weighted[a]
TOTAL POPULATION	7,239	91.4	91.0
STRATUM			
1 Likely FTB	6,675	91.5	91.1
2 Likely undergraduate, level uncertain	448	90.0	89.6
3 Likely upper level student	116	91.4	91.2
4 Selected first-professional, questionable FTB status	0	0.0	0.0
6 Selected graduate student, questionable FTB status	0	0.0	0.0
BPSSTRA2			
Likely FTB (Stratum 1)	6,675	91.5	91.1
Likely undergraduate, level uncertain (Stratum 2)	448	90.0	89.6
Expected not freshman (Strata 3, 4, and 6)	116	91.4	91.2
TYPAGE			
Younger	235	91.5	91.9
Typical Age	5,320	92.4	91.6
Older	1,684	88.2	89.5
BPSSTRA2 by TYPAGE			
Likely FTB; Younger	109	89.9	92.4
Likely FTB; Typical Age	5,009	92.6	91.7
Likely FTB; Older	1,557	88.2	89.6
Likely undergraduate, level uncertain; Younger	107	91.6	89.7
Likely undergraduate, level uncertain; Typical Age	278	90.7	89.7
Likely undergraduate, level uncertain; Older	63	84.1	88.8
Expected not freshman; Younger	19	100.0	100.0
Expected not freshman; Typical age	33	84.9	90.0
Expected not freshman; Older	64	92.2	89.8
OFCON2			
Public, < 2 years	210	92.4	89.2
Public, 2-3 years	888	90.0	90.4
Public, 4 years	1,883	93.0	92.8
Private, not-for-profit, < 2 years	64	95.3	94.7
Private, not-for-profit, 2-3 years	367	89.4	89.5
Private, not-for-profit, 4 years	2,497	93.1	92.8
Private, for-profit, < 2 years	840	86.4	85.9
Private, for-profit, 2+ years	490	88.6	87.9

See footnote at end of table.

BEST COPY AVAILABLE

Table VI.4 -- BPS:90/94 Response Rates by Selected Student Classifiers (continued)

Student Classification within Identified Variables	Number Known Eligible	Percent Responding	
		Unweighted	Weighted[a]
CONTROL			
Public	2,981	92.1	91.3
Private, not-for-profit	2,928	92.7	92.5
Private, for-profit	1,330	87.2	86.7
LEVEL			
< 2 years	1,114	88.1	87.0
2-3 years	1,670	89.3	90.2
4 years, not Ph.D.	2,282	92.9	92.7
4 years, Ph.D.	2,173	93.1	92.8
ENROLL1			
Currently enrolled in 4-year institution	2,801	94.4	94.3
Not currently enrolled in 4-year institution	1,523	90.7	90.3
Unknown enrollment status in 4-year institution	56	91.1	92.0
Not FTB reported by 4-year institution	0	0.0	0.0
Not selected from 4-year institution	2,859	88.9	89.7
DEPEND			
Dependent	5,596	92.1	91.7
Independent	1,642	88.9	89.0
Missing	1	100.0	100.0
ANYAID			
Yes, aid received	4,630	91.5	91.5
No, aid not received	2,609	91.3	90.6
GENDER			
Male	3,203	91.0	90.3
Female	4,036	91.7	91.7
RACE			
American Indian	56	85.7	88.2
Asian/Pacific Islander	293	88.4	89.4
Black, non-Hispanic	691	86.4	87.1
Hispanic	458	87.3	89.6
White, non-Hispanic	5,741	92.5	91.7

See footnote at end of table.

Table VI.4 -- BPS:90/94 Response Rates by Selected Student Classifiers (continued)

Student Classification within Identified Variables	Number Known Eligible	Percent Responding	
		Unweighted	Weighted[a]
OFERDFA1			
Yes, financial aid important	3,697	90.9	91.2
No, financial aid not important	3,453	91.9	91.1
Missing	89	91.0	83.8
PROGTYP			
Associate's degree	1,231	89.5	91.0
Bachelor's degree	3,595	93.2	93.0
Undergraduate certificate	1,499	89.3	88.9
Other undergraduate award	914	90.3	89.4
Master's degree	0	0.0	0.0
Doctoral degree	0	0.0	0.0
First-professional degree	0	0.0	0.0
Other graduate degree	0	0.0	0.0
GPACAT			
3.50 through 4.00	1,115	93.2	93.7
3.00 through 3.49	1,183	92.8	92.3
2.50 through 2.99	1,169	92.1	90.5
2.00 through 2.49	874	91.8	91.8
1.00 through 1.99	704	89.5	89.5
0.00 through 0.99	297	89.9	90.6
Legitimate skip	1,614	90.0	89.3
Missing	283	89.1	90.0
ATTNSTAT			
Full-time, full year, 1 school	3,998	92.9	92.9
Full-time, full year, 2+ schools	144	93.1	91.4
Full-time, part year	1,252	89.1	89.7
Part-time, full year, 1 school	663	91.0	89.5
Part-time, full year, 2+ schools	235	92.8	95.0
Part-time, part year	699	86.4	88.5
Missing	248	92.3	91.8

See footnote at end of table.

Table VI.4 -- BPS:90/94 Response Rates by Selected Student Classifiers (continued)

Student Classification within Identified Variables	Number Known Eligible	Percent Responding	
		Unweighted	Weighted[a]
EXEDCOL			
< 1 year trade school	303	88.5	85.3
1 to 2 year trade school	284	88.0	88.6
2 + year trade school	259	85.7	82.2
< 2 year college	107	88.8	95.3
2+ year college	487	89.5	87.9
Bachelor's degree	2,170	91.8	91.4
Master's degree	2,356	92.0	92.0
Ph.D. or Professional degree	1,038	94.2	93.4
Missing	235	89.4	93.6
INCOME			
Dependent; < $10,000	592	89.0	90.9
Dependent; $10,000 to $19,999	582	90.6	91.1
Dependent; $20,000 to $29,999	770	92.7	92.0
Dependent; $30,000 to $39,999	869	93.1	91.7
Dependent; $40,000 to $49,999	821	91.5	93.1
Dependent; $50,000 to $59,999	579	94.0	93.1
Dependent; $60,000 to $69,999	472	92.2	89.7
Dependent; $70,000 to $79,999	233	93.6	91.6
Dependent; $80,000 to $99,999	276	93.5	92.3
Dependent; $100,000+	402	92.8	89.9
Independent; < $5,000	456	89.3	89.3
Independent; $5,000 to $9,999	326	85.6	87.9
Independent; $10,000 to $19,999	433	89.4	89.1
Independent; $20,000 to $29,999	219	89.5	88.6
Independent; $30,000 to $49,999	172	92.4	90.2
Independent; $50,000+	36	88.9	89.4
Missing	1	100.0	100.0

[a] Based on the NPSAS:90 analysis weights.

calculated as shown in Section VI.C of the BPS:90/92 Sample Design Report for the BPS:90/92 weights, except that OFCON2 was used as a weighting class variable (whereas only a single weighting class was used for BPS:90/92).[71]

Letting *c* (which takes on values from 1 to 48) index the separate weight adjustment cells, the nonresponse weight adjustment factor for the c-th cell, $A_2(c)$, was computed as:

$$A_2(c) = \frac{\Sigma_c \left(W_2(i)\ I_E(i)\right)}{\Sigma_c \left(W_2(i)\ I_R(i)\right)} \quad . \tag{3}$$

where Σ_c denotes summation over all sample members belonging to the c-th weight adjustment cell. The adjusted sampling weight for the i-th BPS sample member, $W_3(i)$, is then given by

$$W_3(i) = W_2(i)\ A_2(c)\ I_R(i) \tag{4}$$

The nonrespondents and ineligibles are all given a weight of zero, while the weights of eligible respondents are inflated to account for BPS:90/94 nonresponse. The sum within the c-th weighting class of the adjusted weights $W_3(i)$, which are non-zero only for eligible respondents, is a population estimate of eligible students within the cell (i.e., the estimated total number of NPSAS:90 FTBs within the cell), which is seen to be identical to the sum of $W_2(i)$ for the eligible sample members. The total of these weights over cells represents the estimated number of FTBs in the BPS:90 target population.

The final adjustment for the BPS:90/94 weights was a truncation and smoothing step intended to reduce the mean square errors of survey statistics by reducing the sampling error variance component. This adjustment was implemented using the same truncation points utilized for the truncation of the BPS:90/92 weights (see Section IV.E of the BPS:90/92 Sample Design Report).[72] Therefore, the truncated weight, $W_4(i)$, was defined for the i-th BPS sample member as:

$$W_4(i) = \begin{cases} W_3(i),\ \mathit{if}\quad 10 < W_3(i) < 3{,}000\ \mathit{or}\ W_3(i) = 0; \\ \\ 10,\ \mathit{if}\quad 0 < W_3(i) \le 10; \\ \\ 3{,}000,\ \mathit{if}\quad W_3(i) \ge 3{,}000. \end{cases} \tag{5}$$

Since the sum of the truncated weights differs from the sum of the $W_3(i)$ weights, the truncated weights were adjusted, by smoothing, to sum to the estimated population totals. The weight adjustment factors for the smoothing process were defined for each weighting class, *c*, based on the institutional sector variable, OFCON2, as follows:

$$A_3(c) = \frac{\Sigma_c W_3(i)}{\Sigma_c W_4(i)} \quad . \tag{6}$$

---

[71] C.f., Research Triangle Institute, 1994, op. cit.

[72] C.f., Research Triangle Institute, 1994, op. cit.

The truncated and smoothed analysis weights are then defined for the i-th BPS sample member belonging to weighting class c by

$$W_5(i) = W_4(i)\ A_3(c)\ . \qquad (7)$$

For each weighting class, c, both the truncated and smoothed (final) analysis weights, $W_5(i)$, and the $W_3(i)$ weights sum to the same estimated number of FTBs in the BPS:90/94 universe who belong to that weighting class.

C. Computation of 1992 Cross-Sectional Weights that Utilize Retrospective Data Collected in 1994

When students who had been nonrespondents in BPS:90/92 were interviewed in BPS:90/94, many of the BPS:90/92 data items were determined with retrospective questions in the 1994 interview. Therefore, we have computed weights for analysis of 1992 data items that either were collected directly in the BPS:90/92 interviews or were collected retrospectively during the BPS:90/94 interviews. These "retrospective 1992 weights" were calculated from the NPSAS:90 analysis weights exactly as described for the 1994 cross-sectional weights in Section VI.B above with appropriate changes in eligibility status and response status indicator variables.

The students with known eligibility status were exactly the same as for computation of the BPS:90/94 weights, as shown in **Table VI.2**. Therefore, the weight adjustment factors for unknown eligibility status given by **(1)** and **(2)** above are identical to those for the BPS:90/94 weights. However, the percentage eligible for BPS:90/92 was slightly greater (71.5 percent instead of 71.4 percent) because 14 students who were eligible in 1992 had died prior to the 1994 data survey. The weighted and unweighted percentages of BPS:90 sample members who were eligible for BPS:90/92 are shown in **Table VI.5** by the 48 weighting classes for unknown eligibility status.

A student was classified as a respondent for the retrospective 1992 weights if the student completed Section B of the CATI interview either in the BPS:90/92 interview or in the BPS:90/94 interview. Using this response rule, 6,901 of the 7,253 students eligible for BPS:90/92 interview were classified as respondents for an unweighted response rate of 95.1 percent. The weighted response rate was 94.4 percent. **Table VI.6** presents the response rates by the same student classification variables presented in **Table VI.4** for the BPS:90/94 response rates.

The institutional sector variable, OFCON2, was used to define weighting classes to adjust the weights for CATI nonresponse, for the same reasons described above for the BPS:90/94 nonresponse adjustments. Hence, the weight adjustments were implemented using **(3)** and **(4)** above with the indicators of eligibility and response status defined as follows:

$$I_E(i) = \begin{cases} 1, \text{ if the i-th BPS sample member is known to be eligible for BPS:90/92;} \\ 0, \text{ otherwise.} \end{cases}$$

$$I_R(i) = \begin{cases} 1, \textit{ if the i-th BPS sample member completed Section B in BPS}{:}90/92 \textit{ or BPS}{:}90/94; \\ 0, \textit{ otherwise.} \end{cases}$$

The final statistical adjustment for the retrospective 1992 weights was a truncation and smoothing step that was implemented using **(5)** through **(7)**, exactly as described in Section VI.B.

D. Computation of Longitudinal Weights for Comparison of 1992 and 1994 Responses

One additional set of weights was prepared for comparison of BPS:90/94 responses to BPS:90/92 responses for those students who responded in both rounds of the BPS. The final BPS:90/92 analysis weights were used as the initial weights, and an adjustment was then implemented for nonresponse in the second round of BPS among those students who were respondents in the first round.

As shown in **Table VI.2**, fourteen of the BPS:90/92 respondents were ineligible for BPS:90/94 (had died) leaving 6,502 BPS:90/92 respondents who were eligible for BPS:90/94. Of these, 5,888 were BPS:90/94 respondents; thus, the unweighted conditional response rate was 90.6 percent for response in BPS:90/94, given response in BPS:90/92. The weighted response rate was 90.1 percent. **Table VI.7** presents these conditional response rates for BPS:90/94 by the same student classification variables found in **Tables VI.4** and **VI.6**.

The institutional sector variable, OFCON2, was used to define weighting classes to adjust for the nonresponse in BPS:90/94 among those students who had responded in BPS:90/92. Hence, the weight adjustments were implemented using **(3)** and **(4)** with the indicators of eligibility and response status defined as follows:

$$I_E(i) = \begin{cases} 1, \textit{ if the i-th BPS}{:}90/92 \textit{ respondent is known to be eligible for BPS}{:}90/94; \\ 0, \textit{ otherwise.} \end{cases}$$

$$I_R(i) = \begin{cases} 1, \textit{ if the i-th BPS sample member is an eligible BPS}{:}90/94 \textit{ respondent}; \\ 0, \textit{ otherwise.} \end{cases}$$

The final statistical adjustment for the longitudinal comparison weights was a truncation and smoothing step that was implemented using **(5)** through **(7)**, exactly as described in Section VI.B.

Table VI.5 -- Definition of, and BPS:90/92 Eligibility Rates within, Weight Adjustment Cells for Unknown Eligibility Status

Number and Definition of Weight Adjustment Cell	Total Sample Members	Number with Known Status	Percent Eligible	
			Unweighted	Weighted[a]
Total Population	10,624	10,138	71.5	68.4
1. Likely FTB; 4-yr; young	89	86	87.2	81.0
2. Likely FTB; < 4-yr; public; young or typical age; dependent	563	530	91.9	91.5
3. Likely FTB; < 4-yr; public; young or typical age; independent	49	47	89.4	87.4
4. Likely FTB; < 4-yr; private, not-for-profit; young or typical age	325	311	94.2	90.8
5. Likely FTB; < 4-yr; private, for-profit; young or typical age; dependent	489	459	92.2	90.2
6. Likely FTB; < 4-yr; private, for-profit; young or typical age; independent	106	96	87.5	85.4
7. Likely FTB; 4-yr; public; typical age; dependent	1,626	1,583	96.5	96.4
8. Likely FTB; 4-yr; public; typical age; independent	51	50	90.0	88.7
9. Likely FTB; 4-yr; private, not-for-profit; typical age; dependent	2,164	2,105	98.1	98.2
10. Likely FTB; 4-yr; private, not-for-profit; typical age; independent	65	62	80.6	76.0
11. Likely FTB; 4-yr; private, for-profit; typical age	42	39	92.3	83.7
12. Likely FTB; public; older; dependent	196	185	58.9	59.2
13. Likely FTB; 4-yr non-Ph.D.; public; older; independent; enrolled	35	35	51.4	51.3
14. Likely FTB; 4-yr Ph.D.; public; older; independent; enrolled	34	32	65.6	64.3
15. Likely FTB; 4-yr; public; older; independent; not enrolled	142	133	49.6	48.7
16. Likely FTB; < 4-yr; public; older; independent	765	721	52.0	48.5
17. Likely FTB; < 2-yr; private, not-for-profit; older	106	101	51.5	48.7
18. Likely FTB; 2-3 yr; private, not-for-profit; older	100	94	53.2	60.3
19. Likely FTB; < 2-yr; private, for-profit; older	1,027	919	54.3	55.0
20. Likely FTB; 2-3 yr; private, for-profit; older	338	308	58.8	56.5
21. Likely FTB; 4-yr non-Ph.D.; private, not-for-profit; older; dependent	50	49	63.3	64.9
22. Likely FTB; 4-yr non-Ph.D.; private, not-for-profit; older; independent; enrolled	56	53	50.9	50.2
23. Likely FTB; 4-yr non-Ph.D.; private, not-for-profit; older; independent; not enrolled	122	115	45.2	43.8
24. Likely FTB; 4-yr Ph.D.; private, not-for-profit; older; dependent	45	42	52.4	47.9
25. Likely FTB; 4-yr Ph.D.; private, not-for-profit; older; independent	93	81	30.9	31.2

See footnote at end of table.

Table VI.5 -- Definition of, and BPS:90/92 Eligibility Rates within, Weight Adjustment Cells for Unknown Eligibility Status (continued)

Number and Definition of Weight Adjustment Cell	Total Sample Members	Number with Known Status	Percent Eligible	
			Unweighted	Weighted[a]
26. Probable FTB; 4-yr; private, for-profit; older	61	59	52.5	48.5
27. Probable FTB; 4-yr; public; young	43	43	90.7	88.5
28. Probable FTB; 4-yr; private, not-for-profit; young	51	49	100.00	100.00
29. Probable FTB; private, for-profit; young/typical age	40	35	74.3	75.1
30. Probable FTB; < 4-yr; public; young/typical age	98	94	88.3	83.7
31. Probable FTB; < 4-yr; private, not-for-profit; young/typical age	28	27	85.2	88.2
32. Probable FTB; 4-yr non-Ph.D.; public; typical age	57	56	76.8	73.8
33. Probable FTB; 4-yr non-Ph.D.; private, not-for-profit; typical age	72	71	70.4	72.5
34. Probable FTB; 4-yr Ph.D.; public; typical age	54	54	61.1	61.3
35. Probable FTB; 4-yr Ph.D.; private, not-for-profit; typical age	56	52	75.0	73.7
36. Probable FTB; public; older	67	65	35.4	34.2
37. Probable FTB; private, not-for-profit; older	53	53	26.4	23.6
38. Probable FTB; private, for-profit; older	58	53	49.1	50.6
39. Possible FTB; public; young/typical age	266	264	8.7	10.7
40. Possible FTB; private, not-for-profit; young/typical age	279	277	7.2	7.5
41. Possible FTB; < 4-yr; public; older	86	83	19.3	16.3
42. Possible FTB; < 4-yr; private, not-for-profit; older	32	32	15.6	30.0
43. Possible FTB; 4-yr non-Ph.D.; public; older	120	120	7.5	7.8
44. Possible FTB; 4-yr Ph.D.; public; older	95	95	1.1	1.1
45. Possible FTB; 4-yr; private, not-for-profit; older; enrolled	76	75	9.3	7.7
46. Possible FTB; 4-yr non-Ph.D.; private, not-for-profit; older; not enrolled	115	113	7.1	7.9
47. Possible FTB; 4-yr Ph.D.; private, not-for-profit; older; not enrolled	49	47	2.1	1.7
48. Possible FTB; private, for-profit	90	85	31.8	31.0

[a] Based on the NPSAS:90 analysis weights.

Table VI.6 -- Response Rates for Completion of Section B in 1992 or 1994 by Selected Student Classifications

Student Classification within Identified Variables	Number Known Eligible	Percent Responding	
		Unweighted	Weighted[a]
TOTAL POPULATION	7,253	95.1	94.4
STRATUM			
1 Likely FTB	6,688	95.2	94.5
2 Likely undergraduate, level uncertain	448	94.9	94.3
3 Likely upper level student	117	95.7	90.5
4 Selected first-professional, questionable FTB status	0	0.0	0.0
6 Selected graduate student, questionable FTB status	0	0.0	0.0
BPSSTRA2			
Likely FTB (Stratum 1)	6,688	95.2	94.5
Likely undergraduate, level uncertain (Stratum 2)	448	94.9	94.3
Expected not freshman (Strata 3, 4, and 6)	117	95.7	90.5
TYPAGE			
Younger	236	94.1	93.8
Typical Age	5,331	95.7	95.0
Older	1,686	93.6	93.0
BPSSTRA2 by TYPAGE			
Likely FTB; Younger	110	94.6	94.8
Likely FTB; Typical Age	5,019	95.7	95.0
Likely FTB; Older	1,559	93.5	93.1
Likely undergraduate, level uncertain; Younger	107	92.5	91.3
Likely undergraduate, level uncertain; Typical Age	278	95.7	94.2
Likely undergraduate, level uncertain; Older	63	95.2	98.0
Expected not freshman; Younger	19	100.0	100.0
Expected not freshman; Typical age	34	97.1	99.2
Expected not freshman; Older	64	93.8	84.5
OFCON2			
Public, < 2 years	211	95.3	93.2
Public, 2-3 years	889	93.6	93.5
Public, 4 years	1,889	95.7	95.5
Private, not-for-profit, < 2 years	64	90.6	79.7
Private, not-for-profit, 2-3 years	368	95.9	94.5
Private, not-for-profit, 4 years	2,499	95.6	95.6
Private, for-profit, < 2 years	843	93.8	94.2
Private, for-profit, 2+ years	490	95.9	95.4
CONTROL			
Public	2,989	95.0	94.2
Private, not-for-profit	2,931	95.5	95.1
Private, for-profit	1,333	94.6	94.6
LEVEL			
< 2 years	1,118	93.9	93.4
2-3 years	1,672	94.6	93.6
4 years, not Ph.D.	2,287	95.9	95.7
4 years, Ph.D.	2,176	95.4	95.3

See footnote at end of table.

Table VI.6 -- Response Rates for Completion of Section B in 1992 or 1994 by Selected Student Classifications (continued)

Student Classification within Identified Variables	Number Known Eligible	Percent Responding	
		Unweighted	Weighted[a]
ENROLL1			
Currently enrolled in 4-year institution	2,805	95.9	95.5
Not currently enrolled in 4-year institution	1,527	95.2	95.6
Unknown enrollment status in 4-year institution	56	92.9	93.2
Not FTB reported by 4-year institution	0	0.0	0.0
Not selected from 4-year institution	2,865	94.4	93.6
DEPEND			
Dependent	5,606	95.5	94.5
Independent	1,646	94.0	94.1
Missing	1	100.0	100.0
ANYAID			
Yes, aid received	4,638	95.8	95.6
No, aid not received	2,615	94.0	93.4
GENDER			
Male	3,210	95.5	94.4
Female	4,043	94.9	94.4
RACE			
American Indian	56	89.3	90.3
Asian/Pacific Islander	293	95.2	93.7
Black, non-Hispanic	696	95.6	95.2
Hispanic	458	96.9	98.3
White, non-Hispanic	5,750	95.0	94.0
OFERDFA1			
Yes, financial aid important	3,703	96.3	96.7
No, financial aid not important	3,461	94.2	93.4
Missing	89	85.4	74.5
PROGTYP			
Associate's degree	1,232	93.9	94.1
Bachelor's degree	3,602	96.2	96.2
Undergraduate certificate	1,503	94.3	92.5
Other undergraduate award	916	94.1	93.3
Master's degree	0	0.0	0.0
Doctoral degree	0	0.0	0.0
First-professional degree	0	0.0	0.0
Other graduate degree	0	0.0	0.0
GPACAT			
3.50 through 4.00	1,116	95.6	94.1
3.00 through 3.49	1,184	94.6	95.3
2.50 through 2.99	1,172	95.0	93.8
2.00 through 2.49	876	95.9	95.7
[illegible]0 through 1.99	708	96.2	95.3
0.00 through 0.99	298	95.6	93.6
Legitimate skip	1,616	94.3	93.5
Missing	283	95.8	93.9

See footnote at end of table.

BEST COPY AVAIL

Table VI.6 -- Response Rates for Completion of Section B in 1992 or 1994 by Selected Student Classifications (continued)

Student Classification within Identified Variables	Number Known Eligible	Percent Responding	
		Unweighted	Weighted[a]
ATTNSTAT			
Full-time, full year, 1 school	4,004	95.7	95.1
Full-time, full year, 2+ schools	144	95.8	94.1
Full-time, part year	1,256	95.9	95.7
Part-time, full year, 1 school	665	94.1	93.5
Part-time, full year, 2+ schools	236	94.5	93.9
Part-time, part year	699	91.9	92.6
Missing	249	95.6	97.2
EXEDCOL			
< 1 year trade school	304	95.1	90.8
1 to 2 year trade school	285	96.1	96.5
2 + year trade school	259	91.9	86.5
< 2 year college	107	92.5	97.6
2+ year college	488	94.1	92.2
Bachelor's degree	2,172	94.7	94.4
Master's degree	2,364	95.9	96.0
Ph.D. or Professional degree	1,039	96.6	96.1
Missing	235	91.1	91.3
INCOME			
Dependent; < $10,000	594	95.5	94.9
Dependent; $10,000 to $19,999	583	96.2	95.3
Dependent; $20,000 to $29,999	771	95.3	92.2
Dependent; $30,000 to $39,999	871	95.2	94.9
Dependent; $40,000 to $49,999	821	96.2	95.1
Dependent; $50,000 to $59,999	580	95.7	94.3
Dependent; $60,000 to $69,999	473	96.0	97.3
Dependent; $70,000 to $79,999	234	95.7	95.8
Dependent; $80,000 to $99,999	277	94.2	89.0
Dependent; $100,000+	402	93.8	95.1
Independent; < $5,000	458	95.4	96.2
Independent; $5,000 to $9,999	327	93.3	95.5
Independent; $10,000 to $19,999	433	93.3	91.4
Independent; $20,000 to $29,999	219	95.0	94.6
Independent; $30,000 to $49,999	173	92.5	93.6
Independent; $50,000+	36	91.7	92.5
Missing	1	100.0	100.0

[a] Based on the NPSAS:90 analysis weights.

Table VI.7 -- Conditional BPS:90/94 Response Rates, Given BPS:90/92 Response, by Selected Student Classifiers

Student Classification within Identified Variables	Number Eligible	Percent Responding	
		Unweighted	Weighted[a]
TOTAL POPULATION	6,502	90.6	90.1
STRATUM			
1 Likely FTB	6,006	90.6	90.2
2 Likely undergraduate, level uncertain	396	89.4	88.8
3 Likely upper level student	100	90.0	88.3
4 Selected first-professional, questionable FTB status	0	0.0	0.0
6 Selected graduate student, questionable FTB status	0	0.0	0.0
BPSSTRA2			
Likely FTB (Stratum 1)	6,006	90.6	90.2
Likely undergraduate, level uncertain (Stratum 2)	396	89.4	88.8
Expected not freshman (Strata 3, 4, and 6)	100	90.0	88.3
TYPAGE			
Younger	203	90.2	90.6
Typical Age	4,831	91.8	90.9
Older	1,468	86.6	88.1
BPSSTRA2 by TYPAGE			
Likely FTB; Younger	93	88.2	90.8
Likely FTB; Typical Age	4,550	91.9	91.0
Likely FTB; Older	1,363	86.7	88.2
Likely undergraduate, level uncertain; Younger	92	90.2	88.3
Likely undergraduate, level uncertain; Typical Age	254	90.9	89.3
Likely undergraduate, level uncertain; Older	50	80.0	87.1
Expected not freshman; Younger	18	100.0	100.0
Expected not freshman; Typical age	27	81.5	83.6
Expected not freshman; Older	55	90.9	86.6
OFCON2			
Public, < 2 years	185	91.9	88.9
Public, 2-3 years	810	89.3	89.6
Public, 4 years	1,735	92.5	92.2
Private, not-for-profit, < 2 years	54	94.4	92.6
Private, not-for-profit, 2-3 years	335	88.4	88.4
Private, not-for-profit, 4 years	2,256	92.4	92.1
Private, for-profit, < 2 years	700	84.0	83.3
Private, for-profit, 2+ years	427	86.9	86.0
CONTROL			
Public	2,730	91.5	90.5
Private, not-for-profit	2,645	92.0	91.7
Private, for-profit	1,127	85.1	84.3
LEVEL			
< 2 years	939	86.2	84.9
2-3 years	1,503	88.3	89.2
4 years, not Ph.D.	2,103	92.3	92.1
4 years, Ph.D.	1,957	92.5	92.2

See footnote at end of table

Table VI.7 -- Conditional BPS:90/94 Response Rates, Given BPS:90/92 Response, by Selected Student Classifiers (continued)

Student Classification within Identified Variables	Number Eligible	Percent Responding	
		Unweighted	Weighted[a]
ENROLL1			
Currently enrolled in 4-year institution	2,590	94.0	93.9
Not currently enrolled in 4-year institution	1,350	89.6	89.2
Unknown enrollment status in 4-year institution	51	90.2	91.1
Not FTB reported by 4-year institution	0	0.0	0.0
Not selected from 4-year institution	2,511	87.6	88.6
DEPEND			
Dependent	5,059	91.4	90.9
Independent	1,442	87.5	87.6
Missing	1	100.0	100.0
ANYAID			
Yes, aid received	4,151	90.6	90.4
No, aid not received	2,351	90.5	89.8
GENDER			
Male	2,879	90.2	89.4
Female	3,623	90.8	90.6
RACE			
American Indian	48	83.3	85.3
Asian/Pacific Islander	256	87.1	88.1
Black, non-Hispanic	591	84.3	84.9
Hispanic	398	85.7	88.2
White, non-Hispanic	5,209	91.9	91.0
OFERDFA1			
Yes, financial aid important	3,328	90.0	90.1
No, financial aid not important	3,105	91.1	90.3
Missing	69	89.9	77.5
PROGTYP			
Associate's degree	1,105	88.3	90.0
Bachelor's degree	3,262	92.6	92.3
Undergraduate certificate	1,320	88.0	87.3
Other undergraduate award	815	89.5	88.6
Master's degree	0	0.0	0.0
Doctoral degree	0	0.0	0.0
First-professional degree	0	0.0	0.0
Other graduate degree	0	0.0	0.0
GPACAT			
3.50 through 4.00	1,009	92.6	93.1
3.00 through 3.49	1,066	92.1	91.5
2.50 through 2.99	1,065	91.4	89.4
2.00 through 2.49	796	91.0	90.8
1.00 through 1.99	637	88.5	88.5
0.00 through 0.99	257	88.3	89.3
Legitimate skip	1,422	88.8	88.1
Missing	250	88.4	89.2

See footnote at end of table

Table VI.7 -- Conditional BPS:90/94 Response Rates, Given BPS:90/92 Response, by Selected Student Classifiers (continued)

Student Classification within Identified Variables	Number Eligible	Percent Responding	
		Unweighted	Weighted[a]
ATTNSTAT			
Full-time, full year, 1 school	3,638	92.3	92.3
Full-time, full year, 2+ schools	126	92.1	89.9
Full-time, part year	1,088	87.6	88.1
Part-time, full year, 1 school	603	90.4	89.0
Part-time, full year, 2+ schools	223	92.4	94.6
Part-time, part year	601	84.4	87.0
Missing	223	91.9	90.8
EXEDCOL			
< 1 year trade school	260	86.5	83.0
1 to 2 year trade school	254	87.0	88.1
2 + year trade school	229	84.7	80.0
< 2 year college	92	87.0	94.3
2+ year college	441	88.4	87.2
Bachelor's degree	1,950	91.0	90.7
Master's degree	2,139	91.2	91.1
Ph.D. or Professional degree	939	93.7	92.7
Missing	198	87.4	91.7
INCOME			
Dependent; < $10,000	521	87.5	89.3
Dependent; $10,000 to $19,999	524	89.5	89.9
Dependent; $20,000 to $29,999	697	92.0	90.9
Dependent; $30,000 to $39,999	775	92.5	91.3
Dependent; $40,000 to $49,999	752	91.0	92.8
Dependent; $50,000 to $59,999	531	93.6	92.6
Dependent; $60,000 to $69,999	439	91.8	88.9
Dependent; $70,000 to $79,999	217	93.1	91.2
Dependent; $80,000 to $99,999	251	92.8	91.6
Dependent; $100,000+	352	91.8	88.8
Independent; < $5,000	387	87.3	87.3
Independent; $5,000 to $9,999	286	83.9	85.9
Independent; $10,000 to $19,999	387	88.1	87.8
Independent; $20,000 to $29,999	190	88.4	87.5
Independent; $30,000 to $49,999	158	91.8	89.8
Independent; $50,000+	34	88.2	89.2
Missing	1	100.0	100.0

[a] Based on the NPSAS:90 analysis weights.

VII. Estimation Procedures

Including the BPS:90/92 weights, four sets of weights have been prepared for analysis of the BPS:90 data. These four sets of weights are:

(1) weights for analysis of the BPS:90/92 cross-sectional population based on the first round of BPS:90 data collection;
(2) weights for analysis of the BPS:90/92 cross-sectional population based on data collected either directly in BPS:90/92 or retrospectively in BPS:90/94;
(3) weights for analysis of the BPS:90/94 cross-sectional population based on the second round of BPS:90 data collection; and
(4) longitudinal weights for comparison of responses from the two rounds of BPS:90 data collection for students interviewed in both rounds.

Each set of weights contains an estimation weight to be used for estimating population parameters (e.g., means, percentages, and regression coefficients). Each set of weights also contains a set of 35 replicate weights for computation of sampling variance estimates using the Jackknife replication technique.

The BPS:90/94 cross-sectional population weights can also be used for longitudinal analyses for those data items for which the 1992 responses were determined retrospectively during the 1994 interviews. These 1992 data items are available for the 1994 respondents either directly from the 1992 interview or retrospectively from the 1994 interview.

Taylor series variance estimates for nonlinear survey statistics are based on representation of the nonlinear statistic by its first-order Taylor series expansion and computation of its variance as if the sampling design were a nested, multistage design with a stratified sample of PSUs selected at the first stage.[73] Hence, given the linearization of any nonlinear survey statistic, the essential ingredients for computation of Taylor series variance estimates are the analysis strata and analysis PSUs.

The Taylor series analysis strata and analysis PSUs are based on the first stage of the sampling design, which for BPS:90 was the first-stage of the NPSAS:90 sampling design. Hence, the analysis strata and analysis PSUs developed for use with the NPSAS:90 weights (OFCON2 and PSU) can also be used with the BPS:90/92 weights to compute estimates of sampling variances using the Taylor series technique.

Two types of replication techniques are commonly used for variance estimation for stratified multistage sampling designs like the NPSAS:90 design. They are balanced repeated replication (BRR) and Jackknife replications. The Jackknife procedure has generally been shown to produce variance estimators that are at least as accurate as, if not more accurate than, their

---

[73] Woodruff, R. S. (1971). "A Simple Method for Approximating the Variance of a Complicated Estimate." *Journal of the American Statistical Association 66*, 411-414.

BRR competitors.[74] Moreover, the Jackknife variance estimators tend to be less erratic when computing variances for small analysis domains because each Jackknife replicate contains all the sample members except those in a single analysis PSU, whereas each BRR replicate contains only half the analysis PSUs in the sample. Therefore, 35 Jackknife replicate weights were defined for estimation of NPSAS:90 sampling variances. All BPS:90 weight adjustments were independently replicated with each of these Jackknife replicate weights to produce replicate weights that can be used for estimation of sampling variances for the BPS:90 analysis files.

A. Accuracy of Estimates

The accuracy of survey statistics is affected by both random and non-random errors. Random errors reduce the precision of survey statistics, while non-random errors result in bias (i.e., estimates that do not converge to the true population parameter as the sample size increases without limit).

The sources of error in a survey are often dichotomized as sampling and non-sampling errors. Sampling error refers to the error that occurs simply because the survey is based on a sample of population members rather than the entire population. All other types of errors are non-sampling errors, including survey nonresponse (because of inability to contact sample members, their refusal to participate in the study, etc.) and measurement errors such as the errors that occur because the intent of the survey questions was not clear, because the respondent was unable to answer accurately, or because the data were not captured accurately (e.g., because of recording, editing, or data entry errors).

Sampling errors are primarily random errors for well-designed surveys, like NPSAS and BPS. However, non-random sampling errors can occur also if the sampling frame does not provide complete coverage of the target population. The BPS survey instruments and data collection procedures were subjected to thorough development and testing to minimize non-sampling errors because these errors are difficult to quantify and are likely to be non-random errors.

B. Measures of Precision

The cumulative effect of random errors on the precision of a survey statistic is measured by the standard error of that statistic. The standard error of a statistic is the estimated standard deviation of the sampling distribution of the statistic in repeated samples of the same size using the same sampling design. Hence, the standard error of a survey statistic depends not only on the natural variability of the observations in the population and on the sample size but also on the characteristics of the sampling design. Features of the sampling design that affect the sampling variance of a survey statistic (the square of the standard error) include stratification, multistage or cluster sampling, and unequal probabilities of selection. Stratification can increase precision if the observations are correlated with the stratification variables, but the other design factors usually decrease precision. Moreover, statistical adjustment of the analysis weights to reduce the potential for nonresponse bias also decreases precision.

---

[74] Kovar, J.G., Rao, J.N.K., and Wu, C.F.J. (1988). "Bootstrap and Other Methods to Measure Errors in Survey Estimates." *Canadian Journal of Statistics 16, Supplement*, 25-45.

The cumulative effect of the various factors affecting the precision of a survey statistic is often modelled as the survey design effect. The design effect, Deff, is defined as the ratio of the sampling variance of the statistic under the actual sampling design divided by the variance that would be expected for a simple random sample of the same size, i.e.,

$$\mathrm{Deff}(\hat{\theta}) = \frac{\mathrm{Var}(\hat{\theta})}{\mathrm{Var}_{SRS}(\hat{\theta})} ,$$

where $\hat{\theta}$ represents the survey statistic of interest (e.g., estimated population mean or proportion of the population belonging to a cell in a table). Hence, the design effect is unity (1.00), by definition, for simple random samples. For most practical sampling designs, the survey design effect is greater than unity, reflecting that the precision is less than could be achieved with a simple random sample of the same size (if that were a practical sampling design). The size of the design effect depends largely on the intra-cluster correlation of the survey observations within the primary sampling units. Hence, statistics that are based on observations that are highly correlated within institutions will have higher design effects for BPS.

In order to provide an approximate characterization of the precision with which BPS:90/94 survey statistics can be estimated, we have prepared a short series of tables that provide estimates of key statistics, their standard errors, and their estimated survey design effects. In **Table VII.1** we present the estimated distribution of persistence/attainment status in 1994 for 1989-90 beginning postsecondary students by selected student and institutional characteristics. The standard errors and estimated design effects for these statistics are presented in **Tables VII.2 and VII.3**, respectively. In the same manner, the estimated distribution of highest undergraduate degree attained as of 1994 is presented in **Table VII.4** for 1989-90 beginning postsecondary students by selected student and institutional characteristics. The standard errors and estimated design effects for these statistics are presented in **Tables VII.5 and VII.6**, respectively. SUDAAN (version 6.4) was used to produce the statistics in **Tables VII.1** through **VII.6**. **Appendix F** provides a list of the variables used in this analysis.

Table VII.1 -- Percentage Distribution of 1989-90 Beginning Postsecondary Students by Persistence/Attainment Status as of 1994, by Selected Student and Institutional Characteristics

Characteristic	Sample Size	Persistence/Attainment Status		
		Attained	No Degree, Enrolled	No Degree, Not Enrolled
Total	6,018	49.9	13.3	36.8
Gender				
Male	2,663	46.0	15.6	38.4
Female	3,355	53.4	11.2	35.4
Race/Ethnicity				
American Indian/Alaskan Native	32	50.5	21.5	28.0
Asian/Pacific Islander	232	54.6	19.8	25.6
Black, Non-Hispanic	388	45.0	18.7	36.3
Hispanic	552	41.7	13.5	44.8
White, Non-Hispanic	4,803	51.2	12.3	36.6
Age in AY 1989-90				
18 or younger	4,163	57.8	14.6	27.6
19	611	40.6	15.7	43.8
20-29	792	37.7	10.2	52.1
30 or older	452	33.0	7.2	59.8
Socioeconomic Status				
Lowest Quartile	777	38.2	8.9	52.9
Middle Quartile	2,521	45.3	14.4	40.3
Highest Quartile	2,720	59.5	13.6	26.9
Income/Dependency in AY 1989-90				
Dependent, less than $20,000	979	47.4	14.7	37.9
Dependent, $20,000-$39,000	1,381	51.2	14.2	34.7
Dependent, $40,000-$59,000	1,196	57.1	13.8	29.1
Dependent, $60,000 or more	1,168	64.7	15.2	20.1
Independent, less than $10,000	613	43.0	9.3	47.6
Independent, $10,000-$19,000	340	33.4	11.0	55.6
Independent, $20,000 or more	340	28.4	10.1	61.5
Number of Risk Factors in AY 1989-90				
None	3,112	62.8	14.6	22.6
One	1,306	49.9	13.9	36.3
Two	525	41.8	12.1	46.1
Three or more	1,075	31.6	10.9	57.5

BEST COPY AVAILABLE

Table VII.1 -- **Percentage Distribution of 1989-90 Beginning Postsecondary Students by Persistence/Attainment Status as of 1994, by Selected Student and Institutional Characteristics** (continued)

		Persistence/Attainment Status		
Characteristic	**Sample Size**	**Attained**	**No Degree, Enrolled**	**No Degree, Not Enrolled**
Level and Control of First Institution				
Public, 4-year	1,612	54.8	18.4	26.8
Private, not-for-profit, 4-year	2,154	71.9	8.6	19.5
Public, 2-year	703	36.6	14.7	48.7
Private, not-for-profit, 2-year	295	52.2	12.5	35.3
Private, for-profit, 2-year	377	52.0	1.5	46.5
Public, less-than-2-year	177	54.9	1.6	43.5
Private, not-for-profit, less-than-2-year	52	62.8	14.9	22.3
Private, for-profit, less-than-2-year	628	64.0	2.1	33.9
Level of First Institution				
4-year	3,766	60.4	15.2	24.4
2-year	1,375	38.3	13.6	48.0
Less-than-2-year	857	62.0	2.5	35.5
Aid Package at First Institution in AY 1989-90				
No aid	2,134	44.0	16.3	39.7
Grants, no loans	1,457	54.9	11.1	34.0
Grants and loans	1,679	60.6	9.3	30.2
Loans, no grants	398	63.7	3.2	33.1
Other aid	250	47.6	14.0	38.5

Note: See Appendix F for names and descriptions of row and column variables.

BEST COPY AVAILABLE

Table VII.2 -- Standard Errors for Table VII.1: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Persistence/Attainment Status as of 1994, by Selected Student and Institutional Characteristics

Characteristic	Sample Size	Persistence/Attainment Status		
		Attained	No Degree, Enrolled	No Degree, Not Enrolled
Total	6,018	1.1	0.7	1.1
Gender				
Male	2,663	1.5	1.2	1.6
Female	3,355	1.5	0.9	1.5
Race/Ethnicity				
American Indian/Alaskan Native	32	13.1	12.8	11.4
Asian/Pacific Islander	232	5.4	4.7	5.3
Black, Non-Hispanic	388	4.0	4.2	4.3
Hispanic	552	3.2	2.2	3.6
White, Non-Hispanic	4,803	1.3	0.7	1.2
Age in AY 1989-90				
18 or younger	4,163	1.2	0.9	1.1
19	611	3.1	2.4	3.5
20-29	792	2.7	2.0	2.9
30 or older	452	3.4	1.9	3.2
Socioeconomic Status				
Lowest Quartile	777	3.0	1.8	3.0
Middle Quartile	2,521	1.6	1.2	1.6
Highest Quartile	2,720	1.5	1.1	1.3
Income/Dependency in AY 1989-90				
Dependent, less than $20,000	979	2.3	1.8	2.3
Dependent, $20,000-$39,000	1,381	2.0	1.6	2.0
Dependent, $40,000-$59,000	1,196	2.3	1.5	2.2
Dependent, $60,000 or more	1,168	2.2	1.8	1.9
Independent, less than $10,000	613	3.2	2.0	3.5
Independent, $10,000-$19,000	340	4.3	3.3	4.8
Independent, $20,000 or more	340	3.4	2.5	4.1
Number of Risk Factors in AY 1989-90				
None	3,112	1.4	1.0	1.2
One	1,306	2.1	1.5	1.8
Two	525	3.5	2.4	3.5
Three or more	1,075	2.2	1.7	2.3

BEST COPY AVAILABLE

Table VII.2 -- Standard Errors for Table VII.1: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Persistence/Attainment Status as of 1994, by Selected Student and Institutional Characteristics (Continued)

Characteristic	Sample Size	Persistence/Attainment Status		
		Attained	No Degree, Enrolled	No Degree, Not Enrolled
Level and Control of First Institution				
Public, 4-year	1,612	1.7	1.1	1.4
Private, not-for-profit, 4-year	2,154	1.7	0.8	1.4
Public, 2-year	703	1.9	1.5	2.0
Private, not-for-profit, 2-year	295	5.1	5.0	5.5
Private, for-profit, 2-year	377	3.5	0.6	3.3
Public, less-than-2-year	177	7.1	1.0	6.8
Private, not-for-profit, less-than-2-year	52	10.5	7.8	7.1
Private, for-profit, less-than-2-year	628	3.0	0.8	2.8
Level of First Institution				
4-year	3,766	1.3	0.8	1.1
2-year	1,375	1.7	1.3	1.8
Less-than-2-year	857	2.7	0.7	2.6
Aid Package at First Institution in AY 1989-90				
No aid	2,134	1.6	1.1	1.6
Grants, no loans	1,457	1.9	1.1	1.9
Grants and loans	1,679	1.7	1.0	1.7
Loans, no grants	398	3.1	1.2	3.0
Other aid	250	4.9	3.7	4.5

Note: See Appendix F for names and descriptions of row and column variables.

BEST COPY AVAILABLE

Table VII.3 -- Design Effects for Table VII.1: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Persistence/Attainment Status as of 1994, by Selected Student and Institutional Characteristics

Characteristic	Sample Size	Persistence/Attainment Status		
		Attained	No Degree Enrolled	No Degree, Not Enrolled
Total	6,018	2.8	2.9	3.1
Gender				
Male	2,663	2.5	3.0	2.8
Female	3,355	2.9	2.7	3.2
Race/Ethnicity				
American Indian/Alaskan Native	32	2.2	3.1	2.1
Asian/Pacific Islander	232	2.7	3.2	3.4
Black, Non-Hispanic	388	2.5	4.6	3.1
Hispanic	552	2.3	2.3	3.0
White, Non-Hispanic	4,803	3.0	2.4	2.9
Age in AY 1989-90				
18 or younger	4,163	2.5	2.6	2.6
19	611	2.5	2.7	3.1
20-29	792	2.4	3.3	2.6
30 or older	452	2.3	2.4	2.0
Socioeconomic Status				
Lowest Quartile	777	2.9	3.0	2.8
Middle Quartile	2,521	2.6	3.1	2.8
Highest Quartile	2,720	2.4	2.6	2.5
Income/Dependency in AY 1989-90				
Dependent, less than $20,000	979	2.1	2.6	2.2
Dependent, $20,000-$39,000	1,381	2.3	2.8	2.4
Dependent, $40,000-$59,000	1,196	2.5	2.2	2.7
Dependent, $60,000 or more	1,168	2.6	3.1	2.7
Independent, less than $10,000	613	2.6	3.0	3.0
Independent, $10,000-$19,000	340	2.8	3.8	3.1
Independent, $20,000 or more	340	1.9	2.4	2.4
Number of Risk Factors in AY 1989-90				
None	3,112	2.6	2.3	2.5
One	1,306	2.3	2.6	1.9
Two	525	2.6	2.8	2.5
Three or more	1,075	2.4	3.1	2.3

Table VII.3 -- Design Effects for Table VII.1: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Persistence/Attainment Status as of 1994, by Selected Student and Institutional Characteristics (Continued)

Characteristic	Sample Size	Persistence/Attainment Status		
		Attained	No Degree Enrolled	No Degree, Not Enrolled
Level and Control of First Institution				
Public, 4-year	1,612	1.8	1.2	1.7
Private, not-for-profit, 4-year	2,154	3.1	1.7	2.6
Public, 2-year	703	1.1	1.2	1.1
Private, not-for-profit, 2-year	295	3.1	6.6	3.9
Private, for-profit, 2-year	377	1.9	1.0	1.7
Public, less-than-2-year	177	3.6	1.1	3.3
Private, not-for-profit, less-than-2-year	52	2.5	2.5	1.5
Private, for-profit, less-than-2-year	628	2.4	2.1	2.1
Level of First Institution				
4-year	3,766	2.7	1.9	2.3
2-year	1,375	1.7	2.1	1.8
Less-than-2-year	857	2.7	1.8	2.5
Aid Package at First Institution in AY 1989-90				
No aid	2,134	2.1	2.0	2.4
Grants, no loans	1,457	2.1	1.9	2.5
Grants and loans	1,679	2.0	1.8	2.2
Loans, no grants	398	1.7	1.8	1.6
Other aid	250	2.4	2.9	2.2

Note: See Appendix F for names and descriptions of row and column variables.

Table VII.4 -- Percentage Distribution of 1989-90 Beginning Postsecondary Students by Highest Postsecondary Degree Attained as of 1994, by Selected Student and Institutional Characteristics

Characteristic	Sample Size	Highest Undergraduate Degree Attained			
		None	Certificate	Associate's Degree	Bachelor's Degree
Total	6,018	50.1	12.9	11.2	25.8
Gender					
Male	2,663	54.0	11.2	10.3	24.5
Female	3,355	46.6	14.4	12.0	27.0
Race/Ethnicity					
American Indian/Alaskan Native	32	49.5	22.8	11.9	15.8
Asian/Pacific Islander	232	45.4	11.4	8.4	34.8
Black, Non-Hispanic	388	55.0	15.7	11.5	17.8
Hispanic	552	58.3	16.1	8.6	17.0
White, Non-Hispanic	4,803	48.8	12.2	11.6	27.3
Age in AY 1989-90					
18 or younger	4,163	42.2	7.2	12.5	38.1
19	611	59.4	15.3	12.6	12.6
20-29	792	62.3	24.8	8.2	4.7
30 or older	452	67.0	24.9	6.4	1.7
Socioeconomic Status					
Lowest Quartile	777	61.8	23.1	8.9	6.1
Middle Quartile	2,521	54.7	15.3	11.3	18.7
Highest Quartile	2,720	40.5	6.4	12.0	41.1
Income/Dependency in AY 1989-90					
Dependent, less than $20,000	979	52.6	12.1	13.7	21.6
Dependent, $20,000-$39,000	1,381	48.8	9.8	12.7	28.7
Dependent, $40,000-$59,000	1,196	42.9	9.0	12.1	36.0
Dependent, $60,000 or more	1,168	35.3	4.9	11.3	48.5
Independent, less than $10,000	613	57.0	28.4	8.8	5.9
Independent, $10,000-$19,000	340	66.6	22.4	7.4	3.6
Independent, $20,000 or more	340	71.6	19.4	6.0	3.0
Number of Risk Factors in AY 1989-90					
None	3,112	37.2	7.1	12.5	43.1
One	1,306	50.1	9.9	12.7	27.2
Two	525	58.2	20.7	13.5	7.7
Three or more	1,075	68.4	22.1	6.6	2.9

Table VII.4 -- Percentage Distribution of 1989-90 Beginning Postsecondary Students by Highest Postsecondary Degree Attained as of 1994, by Selected Student and Institutional Characteristics (Continued)

Characteristic	Sample Size	Highest Undergraduate Degree Attained			
		None	Certificate	Associate's Degree	Bachelor's Degree
Level and Control of First Institution					
Public, 4-year	1,612	45.2	3.2	4.7	46.9
Private, not-for-profit, 4-year	2,154	28.1	2.3	3.0	66.6
Public, 2-year	703	63.4	12.8	17.5	6.3
Private, not-for-profit, 2-year	295	47.8	14.5	29.6	8.1
Private, for-profit, 2-year	377	48.0	22.9	26.8	2.3
Public, less-than-2-year	177	45.1	52.6	2.3	0.0
Private, not-for-profit, less-than-2-year	52	37.2	40.3	22.5	0.0
Private, for-profit, less-than-2-year	628	36.0	61.0	1.8	1.2
Level of First Institution					
4-year	3,766	39.6	2.9	4.2	53.3
2-year	1,375	61.7	13.6	18.6	6.1
Less-than-2-year	857	38.0	58.3	2.8	0.9
Aid Package at First Institution in AY 1989-90					
No aid	2,134	56.0	11.3	12.7	20.0
Grants, no loans	1,457	45.1	9.0	11.2	34.7
Grants and loans	1,679	39.4	16.9	7.8	35.8
Loans, no grants	398	36.3	22.4	8.9	32.4
Other aid	250	52.4	14.9	8.4	24.3

Note: See Appendix F for names and descriptions of row and column variables.

Table VII.5 -- Standard Errors for Table VII.4: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Highest Postsecondary Degree Attained as of 1994, by Selected Student and Institutional Characteristics

Characteristic	Sample Size	Highest Undergraduate Degree Attained			
		None	Certificate	Associate's Degree	Bachelor's Degree
Total	6,018	1.1	0.8	0.8	1.1
Gender					
Male	2,663	1.5	1.0	0.9	1.3
Female	3,355	1.5	1.1	1.1	1.3
Race/Ethnicity					
American Indian/Alaskan Native	32	13.1	11.0	9.4	5.9
Asian/Pacific Islander	232	5.4	3.4	2.9	4.6
Black, Non-Hispanic	388	4.0	3.2	2.6	2.8
Hispanic	552	3.2	2.4	1.8	2.1
White, Non-Hispanic	4,803	1.3	0.9	0.9	1.2
Age in AY 1989-90					
18 or younger	4,163	1.2	0.7	0.9	1.4
19	611	3.1	2.3	2.6	1.6
20-29	792	2.7	2.3	1.5	0.9
30 or older	452	3.4	2.8	1.7	0.6
Socioeconomic Status					
Lowest Quartile	777	3.0	2.4	1.6	1.0
Middle Quartile	2,521	1.6	1.1	1.1	1.1
Highest Quartile	2,720	1.5	0.9	1.2	1.7
Income/Dependency in AY 1989-90					
Dependent, less than $20,000	979	2.3	1.7	1.9	1.8
Dependent, $20,000-$39,000	1,381	2.0	1.4	1.6	1.7
Dependent, $40,000-$59,000	1,196	2.3	1.4	1.7	1.9
Dependent, $60,000 or more	1,168	2.2	1.1	2.0	2.6
Independent, less than $10,000	613	3.2	2.9	1.8	1.1
Independent, $10,000-$19,000	340	4.3	3.8	2.1	0.9
Independent, $20,000 or more	340	3.4	2.9	1.8	1.0
Number of Risk Factors in AY 1989-90					
None	3,112	1.4	0.8	1.1	1.5
One	1,306	2.1	1.4	1.7	1.8
Two	525	3.5	2.5	2.4	1.3
Three or more	1,075	2.2	1.9	1.1	0.5

Table VII.5 -- Standard Errors for Table VII.4: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Highest Postsecondary Degree Attained as of 1994, by Selected Student and Institutional Characteristics (Continued)

Characteristic	Sample Size	Highest Undergraduate Degree Attained			
		None	Certificate	Associate's Degree	Bachelor's Degree
Level and Control of First Institution					
Public, 4-year	1,612	1.7	0.5	0.6	1.7
Private, not-for-profit, 4-year	2,154	1.7	0.4	0.4	2.0
Public, 2-year	703	1.9	1.3	1.6	1.0
Private, not-for-profit, 2-year	295	5.1	4.0	3.2	2.2
Private, for-profit, 2-year	377	3.5	3.5	2.9	0.9
Public, less-than-2-year	177	7.1	7.2	1.7	NA
Private, not-for-profit, less-than-2-year	52	10.5	6.6	15.6	NA
Private, for-profit, less-than-2-year	628	3.0	3.0	0.5	0.5
Level of First Institution					
4-year	3,766	1.3	0.4	0.4	1.4
2-year	1,375	1.7	1.2	1.4	0.9
Less-than-2-year	857	2.7	2.8	1.0	0.4
Aid Package at First Institution in AY 1989-90					
No aid	2,134	1.6	1.0	1.2	1.2
Grants, no loans	1,457	1.9	1.2	1.3	1.8
Grants and loans	1,679	1.7	1.6	1.0	1.9
Loans, no grants	398	3.1	3.0	2.2	3.5
Other aid	250	4.9	3.6	2.4	3.7

Note: See Appendix F for names and descriptions of row and column variables.

Table VII.6 -- Design Effects for Table VII.4: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Highest Postsecondary Degree Attained as of 1994, by Selected Student and Institutional Characteristics

		Highest Undergraduate Degree Attained			
Characteristic	Sample Size	None	Certificate	Associate's Degree	Bachelor's Degree
Total	6,018	2.8	3.4	3.7	3.5
Gender					
Male	2,663	2.5	2.9	2.4	2.5
Female	3,355	2.9	3.3	4.1	2.8
Race/Ethnicity					
American Indian/Alaskan Native	32	2.2	2.2	2.7	0.8
Asian/Pacific Islander	232	2.7	2.6	2.6	2.2
Black, Non-Hispanic	388	2.5	3.1	2.6	2.1
Hispanic	552	2.3	2.4	2.2	1.7
White, Non-Hispanic	4,803	3.0	3.6	3.8	3.6
Age in AY 1989-90					
18 or younger	4,163	2.5	3.0	3.4	3.3
19	611	2.5	2.4	3.8	1.3
20-29	792	2.4	2.3	2.4	1.4
30 or older	452	2.3	1.9	2.1	0.8
Socioeconomic Status					
Lowest Quartile	777	2.9	2.5	2.4	1.4
Middle Quartile	2,521	2.6	2.6	3.0	2.2
Highest Quartile	2,720	2.4	3.6	4.0	3.1
Income/Dependency in AY 1989-90					
Dependent, less than $20,000	979	2.1	2.7	3.0	1.8
Dependent, $20,000-$39,000	1,381	2.3	3.2	3.1	2.1
Dependent, $40,000-$59,000	1,196	2.5	3.0	3.3	1.9
Dependent, $60,000 or more	1,168	2.6	3.3	4.8	3.3
Independent, less than $10,000	613	2.6	2.5	2.5	1.3
Independent, $10,000-$19,000	340	2.8	2.8	2.3	0.8
Independent, $20,000 or more	340	1.9	1.9	1.9	1.2
Number of Risk Factors in AY 1989-90					
None	3,112	2.6	3.4	3.5	2.8
One	1,306	2.3	3.0	3.3	2.1
Two	525	2.6	1.9	2.7	1.3
Three or more	1,075	2.4	2.3	2.1	1.1

Table VII.6 -- Design Effects for Table VII.4: Percentage Distribution of 1989-90 Beginning Postsecondary Students by Highest Postsecondary Degree Attained as of 1994, by Selected Student and Institutional Characteristics (Continued)

Characteristic	Sample Size	Highest Undergraduate Degree Attained: None	Certificate	Associate's Degree	Bachelor's Degree
Level and Control of First Institution					
Public, 4-year	1,612	1.8	1.4	1.1	1.8
Private, not-for-profit, 4-year	2,154	3.1	1.6	1.3	3.9
Public, 2-year	703	1.1	1.1	1.2	1.2
Private, not-for-profit, 2-year	295	3.1	3.9	1.5	1.9
Private, for-profit, 2-year	377	1.9	2.6	1.6	1.2
Public, less-than-2-year	177	3.6	3.7	2.2	NA
Private, not-for-profit, less-than-2-year	52	2.5	0.9	7.3	NA
Private, for-profit, less-than-2-year	628	2.4	2.4	0.9	1.2
Level of First Institution					
4-year	3,766	2.7	1.9	1.5	2.9
2-year	1,375	1.7	1.7	1.8	1.9
Less-than-2-year	857	2.7	2.7	2.9	1.2
Aid Package at First Institution in AY 1989-90					
No aid	2,134	2.1	2.2	2.8	2.0
Grants, no loans	1,457	2.1	2.5	2.6	2.1
Grants and loans	1,679	2.0	3.1	2.2	2.7
Loans, no grants	398	1.7	2.0	2.4	2.2
Other aid	250	2.4	2.5	1.8	1.8

Note: See Appendix F for names and descriptions of row and column variables.

Appendix A

BPS Technical Review Panel Membership

BPS Technical Review Panel

June 1995

Non-Federal Panel Members:

David A. Booth, Ph.D.
Vice Provost
Williams College
P.O. Box 666
Williamstown, MA 01267
Phone 413-597-4288
FAX 413-597-3133

Robert F. Boruch, Ph.D.
University Trustee
Chair
University of Pennsylvania
Graduate School of Education, Room D21
3700 Walnut Street
Philadelphia, PA 19104-6216
Phone 215-898-0409

Carol Fuller, Ph.D.
Assistant Executive Director
National Institute of Independent Colleges and Universities
122 C St. N.W., Suite 750
Washington, D.C. 20001
Phone 202-347-7520

Elinor Miller Greenberg, Ed.D.
President/CEO
EMG and Associates
6725 South Adams Way
Littleton, CO 80122
Phone 303-771-3560
Fax 303-771-2235

Terry Hartle
Vice President for Governmental Relations
American Council on Education
One Dupont Circle
Washington, D.C. 20036
Phone 202-939-9355

Jacqueline King
Research Associate
The College Board
1717 Massachusetts Ave., NW
Washington, DC 20003
Phone 202-332-7134
Fax 202-462-5558

Laura Greene Knapp
511 Carriage Lane
Cary, NC 27511
Phone 919-460-0489

John Lee, Ed.D.
President
JBL Associates
6900 Wisconsin, #406
Bethesda, MD 20814
Phone 301-654-5154
FAX 301-654-6242

Charles S. Lenth
Director of Policy Studies
Education Commission of States
707 Seventeenth Street, Suite 2700
Denver, CO 80202-3427
Phone 303-299-3688 x667

Kent Phillippe
Data Coordinator
American Association of Community Colleges
One Dupont Circle NW, Ste 410
Washington, DC 20036
Phone 202-728-0200, ext. 222
Fax 202-833-2467

Jacob O. Stampen, Ph.D.
Professor
Department of Educational Administration
University of Wisconsin-Madison
1186A Educational Sciences Building
1025 West Johnson St.
Madison, WI 53706-1796
Phone 608-263-4485

Dawn G. Terkla, Ed.D.
Director, Institutional Research & Planning
Tufts University
28 Sawyer Ave.
Medford, MA 02155
Phone 617-627-3274

Vincent Tinto, Ph.D.
Chair, Cultural Foundations of Education
Syracuse University
School of Education
259 Huntington Hall
Syracuse, NY 13244-2340
Phone 315-443-3343

Federal Panel Members:

Nabeel Alsalam
Data Development Division
ED/NCES
Capitol Place, Room 402F
555 New Jersey Ave NW
Washington, DC 20208-5652
Phone 202-219-2252

David Bergeron
Budget Analyst
ED/OPE
FOB-10
600 Independence Ave., SW
Washington, DC 20202
Phone 202-708-9069

Larry Bobbitt
COTR, Beginning Postsecondary Students Study
ED/NCES
Capitol Place, Room 314
555 New Jersey Ave NW
Washington, DC 20208-5652
Phone 202-219-1931
Fax 202-219-1529

C. Dennis Carroll, Ph.D.
Chief, Longitudinal Studies Branch
ED/NCES
Capitol Place, Room 310F
555 New Jersey Ave NW
Washington, DC 20208-5652
Phone 202-219-1774
FAX 202-219-1529

Dan Chenok
Policy Analyst, Human Resources and Housing Branch
Office of Management and Budget
New Executive Office Bldg, Room 310235
725 17th St. NW
Washington, DC 20503
Phone 202-395-7316

Emerson J. Elliott
Commissioner
ED/NCES
Capitol Place, Room 400
555 New Jersey Ave NW
Washington, DC 20208-5574
Phone 202-219-1828

Sandra Garcia, Ed.D.
ED/OERI
Capitol Place, Room 602D
555 New Jersey Ave NW
Washington, D.C. 20208-5652
Phone 202-219-1385

Dan Goldenberg
ED/OPE
Room 416, FB-10B
600 Independence Ave., SW
Washington, DC 20202
Phone 202-401-0182

Judy Grew
Budget Examiner, Education Branch
Office of Management and Budget
725 17th St. NW, Room 8236
Washington, DC 20503
Phone 202-395-7773

Jeanne Griffith
Associate Commissioner
ED/NCES
Capitol Place, Room 402D
555 New Jersey Avenue, NW
Washington, DC 20208-5652
Phone 202-219-1676

James Houser
ED/NCES
Capitol Place, Room 402J
555 New Jersey Ave NW
Washington, DC 20208-5652
Phone 202-219-1419

Paula R. Knepper, Ph.D.
COTR, Baccalaureate and Beyond Study
ED/NCES
Capitol Place, Room 310E
555 New Jersey Ave NW
Washington, DC 20208-5652
Phone 202-219-1914
FAX 202-219-1529

Roslyn Korb, Ed.D.
Senior Statistician
ED/NCES
Capitol Place, Room 311
555 New Jersey Ave NW
Washington, DC 20208-5652
Phone 202-219-1587
FAX 202-219-1529

Andrew Malizio, Ph.D.
COTR, National Postsecondary Student Aid Study
ED/NCES
Capitol Place, Room 310G
555 New Jersey Ave NW
Washington, DC 20208-5652
Phone 202-219-1448
FAX 202-219-1529

Paul Planchon
Associate Commissioner
ED/NCES
Capitol Place, Room 413B
555 New Jersey Ave NW
Washington, DC 20208-5652
Phone 202-219-1614

Blanca Rosa Rodriguez
Chief, Grants & Analysis Branch
ED/OPE
Regional Office Building 3, Room 4004, EPML-21
7th & D Sts. SW
Washington, DC 20202
Phone 202-708-8963

Mark Schwartz, Ph.D.
Education Program Specialist
ED/OVAE
Vocational and Educational Program Analysis Branch
Room 4328 ME FOB-10
600 Independence Ave SW
Washington, DC 20202-7322
Phone 202-205-9422

Patricia A. Smith
Budget Examiner, Education Branch
Office of Management and Budget
Room 8236, New Executive Office Building
725 17th St., NW
Washington, DC 20503
Phone 202-395-5880

Appendix B

Student Prenotification Materials

Introductory Letter from Commissioner of Education Statistics B-1
BPS Study Leaflet (enclosed with letter) B-3
Student Prenotification/Tracing Letter B-5
Directory Update Information B-7

February 1994

Dear BPS Participant:

Thank you for your previous support and participation in the *Beginning Postsecondary Students (BPS)* Longitudinal Study. The National Center for Education Statistics (NCES), in the U.S. Department of Education, is now preparing to conduct the *BPS* Second Followup (*BPS:90/94)*, and I would like to encourage your continuing participation in it. *BPS:90/94* participants were selected when they first enrolled in postsecondary education and are being followed to see what has happened to them since then. As you may remember, only a limited number of individuals were selected for the study. Therefore, you and each of the others selected represent hundreds of similar students who first entered a college or vocational school at the same time you did. You have provided information to us in the past, and we greatly appreciate this. Now we need to ask you a few more questions about what has happened since we last contacted you. Only you, as a past respondent, can help us with these questions. The answers to these questions will help to inform the public and national policymakers about the progress and experiences of Americans who enter college.

BPS is authorized by law [20 U.S.C. 1221e-1 and PL 100-297, Sections 300(i) and 300(k)], and is subject to strong non-disclosure provisions. NCES and its contractors adhere to strict confidentiality standards in protecting the privacy of individuals involved in our studies. Stringent measures are in place to safeguard the confidentiality of participants during the collection, analysis, and reporting of all survey data. Data are used only for statistical purposes. The identity of individuals will not be disclosed, and no individual data will be reported.

We sincerely appreciate your cooperation in helping us with this important study. Your contribution is extremely important, and we appreciate the time you spend responding to our questions. If you have any questions about the study, please contact Terry Blake of Abt Associates, toll free, at 1-800-886-4993.

Sincerely,

Emerson J. Elliott
Commissioner

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY

The National Center for Education Statistics (NCES) of the Office of Educational Research and Improvement (OERI), has responded both to Congressional mandates and to the pressing challenges of education in the United States with the Postsecondary Longitudinal Studies (PLS) program. The ***Beginning Postsecondary Students (BPS)*** Longitudinal Study is designed specifically to collect data related to progress, persistence, and completion of postsecondary education programs; entry into the work force; the relationship between experiences at the undergraduate level and experiences after program completion; and personal and social returns from a postsecondary education.

Expanded Representation

Previous longitudinal study programs have been based on a single age cohort beginning when they were in high school or earlier. PLS Studies are based on groups of students enrolled in postsecondary education at a particular point, regardless of their age.

The ***Beginning Postsecondary Students (BPS)*** Longitudinal Study includes students who were first surveyed as part of the National Postsecondary Student Aid Study (NPSAS). NPSAS includes everyone in postsecondary education, regardless of age or level of postsecondary enrollment. For this ***BPS*** cohort, NPSAS:90 participants who had just started their postsecondary education will be interviewed at two-year intervals throughout their education and into the work force. A related PLS survey, Baccalaureate and Beyond (B&B), will include bachelor's degree recipients who are surveyed as part of NPSAS:93.

The ***BPS*** Longitudinal Study differs from previous longitudinal studies in that it started with a cohort of individuals as they began their postsecondary studies, regardless of when they completed high school. ***BPS*** provides information about "nontraditional" postsecondary students, those who have delayed postsecondary education due to work, military service, family responsibilities, or other reasons, as well as about more "traditional" students. This is very important, since the "nontraditional" student represents a steadily growing segment of the postsecondary student population. All forms of postsecondary education - academic, vocational/occupational, and technical - are included in this study.

Addresses Policy Questions

Major educational policy questions important to all Americans can be addressed from the information collected during ***BPS***, such as:

- How is postsecondary education financed?
- What fields of study are pursued and when do students make their final choice?
- How extensive and what are the patterns of transfers between colleges?
- What is the extent and timing of program completion?
- What is the rate of progress toward and attainment of degrees, licenses, or certificates?
- What is the nature and timing of application to and entrance into graduate or professional school?
- What relationships are there between postsecondary education experience and subsequent life experiences (jobs, family formation, lifestyles)?
- How does a postsecondary education differ for different types of college students?

Participants and Schedule

BPS followup studies are being conducted at two-year intervals. The current ***BPS*** Longitudinal Study is made up of people who first entered postsecondary education sometime in the 1989/90 school year. The ***BPS*** sample includes about 8,000 people who first entered 1,200 institutions nationwide at that time. These people were initially surveyed as part of the National Postsecondary Student Aid Study (NPSAS:90) and were surveyed again during the ***BPS*** First Followup in the spring and summer of 1992.

The ***BPS*** Second Followup field test was successfully conducted in the spring of 1993. The ***BPS*** Second Followup full scale study will be conducted in the spring and summer of 1994. The ***BPS*** Second Followup will involve extensive efforts to trace sample members and to conduct a computer-assisted telephone interview (CATI) to determine education, work, and related experiences during the interval since they were last surveyed. The extremely high degree of cooperation from ***BPS*** sample members in past ***BPS*** studies has served to make this one of the most useful longitudinal studies conducted.

Endorsing Organizations

The American Association of State Colleges and Universities
The American Association of Collegiate Registrars and Admissions Officers
The American Association of Community and Junior Colleges
The American Council on Education
The Career College Association
The College Board
The National Association of Accredited Cosmetology Schools
The National Association of College and University Business Officers
The National Association of Student Financial Aid Administrators
The National Institute of Independent Colleges and Universities

A WORD ABOUT CONFIDENTIALITY

The ***Beginning Postsecondary Students*** Longitudinal Study is being conducted for the National Center for Education Statistics (NCES) of the U. S. Department of Education, Washington, DC, as authorized by law [20 USC 1221e-1] and the Higher Education Amendments of 1986, as amended by the Hawkins-Stafford Amendments of 1988 [PL 100-297, Sections 300(i) and 300(k)]. The study is being conducted by the Research Triangle Institute (RTI), a not-for-profit research organization in North Carolina. RTI is being assisted in the study by the Chicago office of Abt Associates Inc. (Abt) and by MPR Associates, located in Berkeley, California.

Strict confidentiality of all information obtained from the ***BPS*** study as well as from the earlier National Postsecondary Student Aid Study (NPSAS) is assured by current federal laws and regulations. These include the Privacy Act of 1974 [5 USC 552a], the Family Education Rights and Privacy Act [20 USC 1232g], the General Education Provisions Act, as amended by the Hawkins-Stafford Amendments of 1988 [PL 100-297], Privacy Act Regulations [34 CFR Part 56], and NCES Standards and Policies. These data will be combined to produce reports for Congress and others. Only a limited number of researchers may be authorized by NCES to access information that may identify individuals, and these researchers are subject to fines and imprisonment for misuse or disclosure of individual data. Under these laws and regulations no person may use this information for other than statistical purposes.

Extraordinary procedures have been implemented to ensure confidentiality and privacy of individual information.

Specifically:

- All project staff with any access to study data have taken an oath of nondisclosure which subjects them to possible fines and imprisonment for any disclosure of individual responses.
- All electronic data are maintained in secure and protected data files, and all personally identifying information is maintained in files separate from files containing descriptive information.
- Any data released to the general public (for example, statistical tables) will be tailored so that it is not possible to identify specific individuals or institutions.

These procedures have been reviewed and approved by the federal government and by the RTI Committee for the Protection of Human Subjects.

For Further Information

If you have any questions or concerns about the confidentiality of any information that you provide for this study, or about any other aspects of this study, please do not hesitate to call toll free any of the study principals listed below.

RTI Project Director:
Mr. Dan Pratt, 1-800-334-8571

AAI Deputy Director:
Mr. Kurt Veith, 1-800-886-4993

If you have additional questions, you may also call the NCES Project Officer, Dr. Paula Knepper, at (202) 219-1914.

BPS

Beginning Postsecondary Students Longitudinal Study

National Center for Education Statistics

U.S. Department of Education

January, 1994

February 1994

Dear BPS Participant:

The National Center for Education Statistics (NCES) of the U.S. Department of Education has authorized Research Triangle Institute (RTI) and Abt Associates Inc. to conduct the Second Followup of the *Beginning Postsecondary Students (BPS)* Longitudinal Study, in which you first participated in 1990. As you may remember, *BPS* was designed to identify students when they first began their postsecondary education (hence the name), regardless of age or length of time out of high school, and to collect information concerning educational and employment experiences at selected intervals after entry. The data will be used to provide information to policymakers and others concerning educational participation and progress, program completion, and workforce experiences in an increasingly competitive environment.

In the previous interviews, you gave us information on how to contact you so that you could continue to take part in this important study. We are now gathering current telephone and address data to prepare for this round of *BPS*. Please take the time to verify, correct, or update the information on the enclosed update sheet, especially if what we have is not correct, or if you plan to move during the period we will be conducting the survey. Please return it to Abt Associates in the postage-paid envelope provided.

You have contributed important information in the past, and your participation has made a valuable contribution to the NCES Postsecondary Longitudinal Studies Program. You and thousands of others have taken part in this program over time, and we sincerely hope you will continue to do so. The information that has been provided through *BPS* serves as a vital resource for educators and policymakers as they address the challenges and debate about the quality of education, the effect of that education on the lives of Americans, and the most productive way to support participation in postsecondary education.

NCES is mandated by Federal Law [20 U.S.C. 1221e-1] to conduct the *Beginning Postsecondary Students* Longitudinal Study. *BPS* collects data about the education and employment experiences of people who have continued their schooling after high school. Only a limited number of researchers will be authorized by NCES to access information that may identify individuals. They may use the data only for statistical purposes and are subject to fines and imprisonment for disclosure or misuse. Data will be combined to produce statistical reports for Congress and others. No individual data will be reported. Your participation in *BPS* is strictly voluntary. However, we need your help collecting these data, as you were selected to represent thousands of others like yourself. Your responses *are necessary* to make the results of this study accurate and useful.

An interviewer from RTI will call to conduct a telephone interview with you sometime during the period February through August of this year. During the interview you will be asked questions about such things as your education, the school(s) you attended or are attending, your employment experiences both while in school and after, how you financed your education, and your goals and aspirations. RTI normally controls interviewer quality by monitoring interviewer behavior during parts of some interviews.

The interview is estimated to average about 30 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. You may send comments regarding this estimate of the time necessary to complete the interview or any other aspect of this collection of information, including suggestions for reducing the burden of response, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0631, Washington, D.C, 20202.

Enclosed you will find a letter from the Commissioner of the National Center for Education Statistics, and a leaflet with a brief description of *BPS* as well as greater detail about the confidentiality procedures which will be in place. You will also find an address correction update sheet and postage-paid return envelope. If you would like more information about *BPS*, please call Terry Blake at the following toll-free number: 1-800-886-4993.

We thank you for your past participation and look forward to your continuing help in this exciting and important study.

Sincerely,

Kurt J. Veith
BPS Deputy Project Director, Abt

Paula R. Knepper, Ph.D.
BPS Project Officer, NCES

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY

BPS 5484

Participant Address Information

A. *This is the address we have as your **local or school address** in 1992. If not currently correct, **please update** in the space provided.*

Name:______________________________
Address:______________________________
____
Home phone:( ) _______ Work: ( ) _______

☐ Please check here if all information pre-printed in this section is currently correct.

☐ Please check here if you have only one address and enter that address below as your permanent address.

B. *This is what we have as your **permanent address**. If not currently correct, **please update** in the space provided.*

Name:______________________________
Address:______________________________
____
Home phone:( ) _______ Work: ( ) _______

☐ Please check here if all information pre-printed in this section is currently correct.

Thank you for your cooperation and participation. This information is strictly confidential. Please return this page in the enclosed postage paid envelope.

Appendix C

BPS:90/94 Facsimile Interview Instruments

Main Interview C-1
Reliability Reinterview C-117

BPS:90/92 Facsimile Interview Instrument

Main Interview C-135

NPSAS:90 Facsimile Interview Instrument

Main Interview C-187

BPS:90/94 Main Interview

Table of Contents

Section A: Introduction C-3

Section B: Education Experiences C-17

Section C: Employment Experiences C-37

Section D: Other Education or Training C-53

Section E: Family and Demographics C-57

Section F: Education Financing C-65

Section G: Financial Information C-81

Section H: Graduate School Plans C-89

Section I: Public Service C-95

Section J: Locator Information C-99

Section K: Interview Completion Screens C-111

Section M: Critical Item (Current Status) Information C-113

Section A: Introduction

>A02A<
PRE-LOGIC:
Introductory screen for call-ins.
READALL 1
My name is (INTERVIEWER NAME);
Research Triangle Institute is conducting this study for the United States
Department of Education.
ENTER <1> TO CONTINUE
===> [goto A05A]

>A02B<
READALL 2
INTERVIEWER: READ THE FOLLOWING UNLESS YOU HAVE ALREADY INTRODUCED YOURSELF
TO THE SUBJECT.

(Hello, my name is (INTERVIEWER NAME). I am calling from Research Triangle
Institute for the United States Department of Education.)
ENTER <1> TO CONTINUE
===>

>A05A<
READALL 12
Before we go on, I need to verify that you're the
[fill STUDENT NAME] * * who attended
[fill NAME OF NPSAS SCHOOL]
at some time during the last 5 years. Is that correct?

[r]INTERVIEWER: YOU ARE STILL IN THE TRACING MODULE HERE AND SHOULD BE SPEAKING
WITH SOMEONE HAVING THE NAME LISTED ABOVE! IF YOU HAVE REACHED THIS SCREEN IN
ERROR OR IF PERSON CANNOT CONTINUE OR HANGS UP BEFORE ANSWERING THE QUESTION,
SELECT OPTION (3). OTHERWISE, RECORD THE RESPONDENT'S ANSWER.[n]

THE FOLLOWING DEMOGRAPHIC INFORMATION MIGHT BE NEEDED AS AIDS TO DETERMINE
IF YOU HAVE THE RIGHT PERSON, BASED ON PRELOAD INFORMATION:
DATE OF BIRTH: [fill STUDENT'S BIRTHDATE]/*/*
SOCIAL SECURITY NUMBER: [fill STUDENT'S SOCIAL SECURITY NUMBER] GENDER: [fill STUDENT'S GENDER]
(1=M,2=F)
<1> YES; [r]PERSON ON PHONE ATTENDED[n] NPSAS SCHOOL IN LAST 5 YEARS
<2> NO; [r]PERSON ON PHONE DID NOT ATTEND[n] NPSAS SCHOOL IN LAST 5 YEARS
<3> [r]QUESTION NOT ANSWERED[n]; PLEASE LEAVE APPROPRIATE COMMENTS. [goto TW]
===>

>A5A1<
PRE-LOGIC:
If A05A=1 then goto A02C. Otherwise, may have wrong person on phone.
READALL 64
Do you know the [fill STUDENT'S NAME] *
who attended [fill NAME OF NPSAS SCHOOL]
at some time during the last 5 years?

INTERVIEWER: IT IS POSSIBLE THAT YOU ARE SPEAKING WITH SOMEONE THAT HAS THE SAME
NAME BUT DID NOT ATTEND THAT SCHOOL IN THE LAST FIVE YEARS. WE WANT TO
DETERMINE IF THE PERSON ON THE PHONE KNOWS THE SAMPLE MEMBER (E.G., PARENT, ETC)
IF YOU ARE SPEAKING WITH THE SAMPLE MEMBER AND REACHED THIS SCREEN IN ERROR,
BACKUP TO CHANGE THE ANSWER IN A05A. OTHERWISE, ANSWER THIS QUESTION.
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

```
>A5A2<
PRE-LOGIC:
If A5A1 ^= 1 then goto A05B.
                                        ACTION      65
INTERVIEWER: YOU ARE SPEAKING WITH SOMEONE WHO KNOWS THE SAMPLE MEMBER.  PLEASE
INDICATE THE APPROPRIATE ACTION TO TAKE BELOW BASED ON WHETHER PERSON ON PHONE
KNOWS HOW TO REACH THE SAMPLE MEMBER.
<1> SET UP CALLBACK FOR SAMPLE MEMBER AT THIS NUMBER   [goto appt]
<2> OBTAIN TRACING INFORMATION FOR SAMPLE MEMBER       [goto ADD]
<3> PERSON ON PHONE KNOWS SAMPLE MEMBER BUT HAS NO IDEA HOW TO REACH HIM/HER
===>

>A05B<
                                        READALL     13
Did you ever attend
[fill NPSAS SCHOOL]?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO
<-7> REFUSE
===>

>A05C<
PRE-LOGIC:
If A05B ^= 1 then goto A05E.
                                        READALL     14
When did you last attend
[fill NPSAS SCHOOL]?
YEAR:
<20-94> ENTER LAST TWO DIGITS OF YEAR     (<-7> REFUSE)
===>

>A05D<
PRE-LOGIC:
If A05C >= 89 goto A02C (have right person).
If A05C >= 80 or refused goto A05E.
                                        ACTION      15
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE.  PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>A05E<
PRE-LOGIC:
If A05D=2 then goto A05C (wrong info entered).
                                        READALL     16
Let me make sure I have the right person.  Is your name
[fill STUDENT'S NAME] * *?
 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>
```

>A05F<
PRE-LOGIC:
If A05E=1 goto ASSN.
READALL 17
Have you ever been known by that name?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A05G<
What is your full name?

```
NAME, ADDRESS, AND/OR PHONE NUMBER USER EXIT                     EXIT      5001

                          RESPONDENT'S FULL NAME

        ================================ NAME =============================
        |  John              Q       Public                               |
        |        (FIRST)      (INITIAL)            (LAST)                 |
        ===================================================================

        USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
     F5 = NO TELEPHONE,  F2 = HELP,  ALT-X = DONE,  F12 = KEY DEFINITIONS.
===>
```

>ASSN<
PRE-LOGIC:
If preload SSN missing, goto A05K.
READALL 67
Please tell me your Social Security Number.
<001000000-728999999> ENTER RESPONDENT'S 9-DIGIT SOCIAL SECURITY NUMBER
<-1> NO SOCIAL SECURITY NUMBER
<-7> REFUSE
<-8> DON'T KNOW
===>

>ASNV<
PRE-LOGIC:
If ASSN missing goto A05K.
ACTION 66
INTERVIEWER: PLEASE EVALUATE THE SOCIAL SECURITY NUMBER THAT RESPONDENT JUST GAVE YOU WITH THE ONE WE HAVE IN OUR FILE FOR THE CORRECT SAMPLE MEMBER. INDICATE YOUR EVALUATION BELOW. IF THE NUMBER YOU JUST ENTERED IS IN ERROR, BACK UP AND FIX IT.

[r]DO NOT READ THESE NUMBERS TO RESPONDENT UNDER ANY CIRCUMSTANCES![n]

NUMBER JUST GIVEN: [fill PROVIDED SSN]
NUMBER ON FILE: [fill PRELOAD SSN]

<1> NUMBERS IDENTICAL
<2> NUMBERS NEARLY IDENTICAL
<3> NUMBERS NOT THE SAME
===>
POST-LOGIC:
If ASNV=1 goto A02C (right person -- SSN match).

>A05K<
PRE-LOGIC:
If birthdate missing goto A05L.
READALL 20
Is your date of birth * [fill DATE OF BIRTH] 19*?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A05L<
PRE-LOGIC:
If A05K=1 goto A05P.
READALL 21
What is your birth date?

[r]PREVIOUSLY PROVIDED RESULT WAS [fill DATE OF BIRTH]**[n]
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>A05M<
ACTION 22
DAY:
<1-31> ENTER DAY OF MONTH (<-7> REFUSE <-8> DON'T KNOW)
===>

>A05N<
ACTION 23
YEAR:
<07-76> ENTER LAST TWO DIGITS OF YEAR (<-7> REFUSE)
===>

>A05O<
PRE-LOGIC:
If A05N <= 73 goto A05P (otherwise, check on young resp.).
ACTION 24
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE. PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>A05P<
PRE-LOGIC:
If A05O=2 goto A05L. If preload gender missing goto A05R.
ACTION 25
[r]INTERVIEWER: ASK QUESTION ONLY IF GENDER IS NOT ALREADY OBVIOUS.[n]
[r]IF YOU ARE SURE OF GENDER, ENTER WITHOUT ASKING; IF YOU THINK[n]
[r]YOU KNOW, VERIFY WHAT YOU THINK GENDER TO BE.[n]

Our records show you to be [fill GENDER], is that right?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A05R<
PRE-LOGIC:
If A05K ^= 1 goto A05S (wrong person?).
READALL 26
You seem to be the right person. Do you know of any reason why my
information shows you were enrolled in
[fill NPSAS SCHOOL]
at some time during the period July 1 1989 through June 30 1990?

[r]INTERVIEWER: INDICATE REASON BELOW.[n]
[r]ALSO FILL OUT PROBLEM SHEET FOR UNUSUAL SITUATIONS.[n]
(SPECIFY BELOW ... UP TO 40 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

>A05S<
READALL 27
There seems to be a problem with the information I have. After
checking with my supervisor, I may need to call you back.
ENTER <1> TO CONTINUE
===> [goto K111]

>A02C<
READALL 3
INTERVIEWER: YOU NOW ARE ABLE TO USE THE F10 (JUMPBACK) AND F11 (BREAKOFF)
KEYS. REMEMBER THAT F2 PROVIDES HELP/SPECIFICATIONS FOR EACH SCREEN, IF NEEDED.

Recently, we sent a letter explaining the Beginning Postsecondary
Student Survey that we are now conducting.
Did you receive the letter?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===> [goto A03X]

>A02D<
PRE-LOGIC:
Resume from breakoff (call-in).
READALL 4
Thanks for calling back; my name is (INTERVIEWER NAME).
We would like to complete the interview now.
[r]INTERVIEWER: FILL IN APPROPRIATELY BELOW. DO NOT ASK.[n]
<1> AVAILABLE -- GO TO RESTART POINT [goto A02F]
<2> NOT AVAILABLE -- GO TO RESCHEDULE [goto appt]
===>
POST-LOGIC:
If able to resume, return to place where breakoff occurred before.
Otherwise, schedule a call-back.

>A02E<
PRE-LOGIC:
Resume from breakoff.
READALL 5
Hello, my name is (INTERVIEWER NAME). I'm calling back from
Research Triangle Institute about the Beginning Postsecondary Students
Study that we talked about recently. I'd like to finish the
interview now.
[r]INTERVIEWER: FILL IN APPROPRIATELY BELOW. DO NOT ASK.[n]
<1> AVAILABLE -- GO TO RESTART POINT [goto A02F]
<2> NOT AVAILABLE -- GO TO RESCHEDULE [goto appt]
===>

POST-LOGIC:
If able to resume, return to place where breakoff occurred before.
Otherwise, schedule a call-back.

>A03X<
PRE-LOGIC:
If A02C=1 (letter received) goto A03Y.
READALL 6

Basically the letter explains that this study is congressionally mandated and its purpose is to collect information about the education and employment experiences of people who have continued their schooling after high school. We'd like for you to participate. Please be assured that all information you provide is completely confidential and will not be released in any way that could be personally identified with you. Participation in this study is voluntary and your participation and any answers you give will not affect any benefits that you receive. The interview takes, on average, about 30 minutes. Because you provided information before, some questions will be based on your previous responses. As we go through the interview you may decline to answer any question or stop at any time. Let's begin...

<1> WILL CONTINUE INTERVIEW WITHOUT LETTER (DOES NOT REQUEST NEW LETTER) [goto A06A]
<2> REFUSES TO CONTINUE WITHOUT LETTER [goto A03Z]
===>

>A03Y<
READALL 7

I'm glad you received the letter. This study collects information about the education and employment experiences of people who have continued their schooling after high school. Please be assured that all information you provide is completely confidential and will not be released in any way that could be identified with you. Participation in this study is voluntary and your participation and any answers you give will not affect any benefits that you receive. The interview takes, on average, about 30 minutes. Because you provided information before, some questions will be based on your previous responses. As we go through the interview you may decline to answer any question or stop at any time. Let's begin...

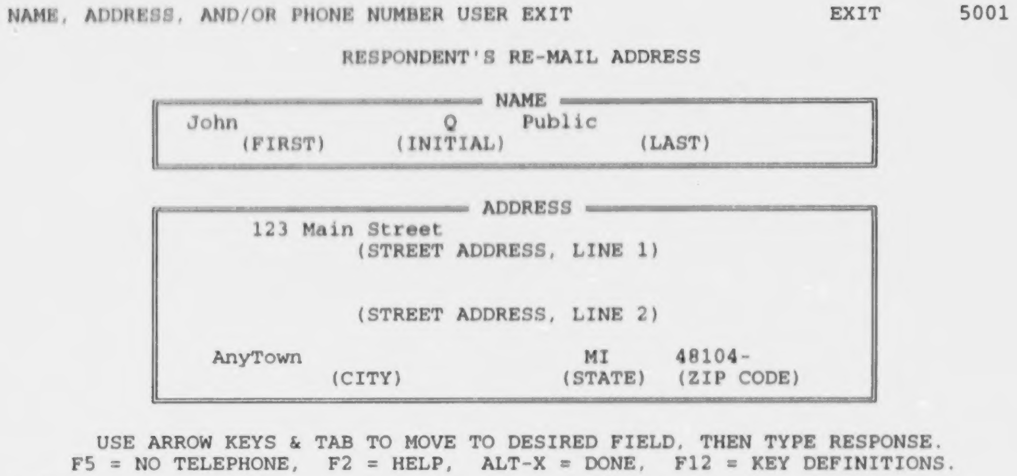
ENTER <1> TO CONTINUE
===> [goto A06A]

>A03Z<
PRE-LOGIC:
If remail already done goto A06A (only allow 1 remail).
ACTION 8

INTERVIEWER: YOU HAVE INDICATED THAT THE RESPONDENT WILL NOT CONTINUE THE INTERVIEW WITHOUT THE LETTER. THE NEXT SCREEN COLLECTS THE REMAIL INFORMATION. YOU WILL NOT BE ABLE TO BACKUP TO THE INTERVIEW SCREENS AT THAT POINT. IF YOU HAVE REACHED THIS SCREEN IN ERROR, AND YOU WOULD LIKE TO PROCEED WITH THE INTERVIEW NOW, [r]BACKUP (F6) TO THE PRIOR SCREEN AND CHANGE YOUR ANSWER[n].

OTHERWISE, PROCEED TO THE NEXT SCREEN.
ENTER <1> TO CONTINUE
===>

>A04A<
To what address should we mail the letter?



```
NAME, ADDRESS, AND/OR PHONE NUMBER USER EXIT                  EXIT       5001

                       RESPONDENT'S RE-MAIL ADDRESS

               ================ NAME ================
                John             Q      Public
                   (FIRST)      (INITIAL)          (LAST)

               =============== ADDRESS ===============
                     123 Main Street
                         (STREET ADDRESS, LINE 1)

                         (STREET ADDRESS, LINE 2)

                 AnyTown                        MI     48104-
                       (CITY)                 (STATE)  (ZIP CODE)

        USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
      F5 = NO TELEPHONE,  F2 = HELP,  ALT-X = DONE,  F12 = KEY DEFINITIONS.
===>
```

>A04F<

READALL 10

Thank you very much for your time. We will call you back in a few weeks after you've had time to receive the letter.

[r]INTERVIEWER: YOU WILL GO NEXT TO THE APPOINTMENT SCREEN TO SCHEDULE A CALL-BACK FOR 2 WEEKS FROM NOW TO ENSURE THAT WE CALL THE RESPONDENT BACK AFTER HE/SHE RECEIVES THE LETTER.[n]
ENTER <1> TO CONTINUE
===> [goto appt]

>A06A<
PRE-LOGIC:
If high school status confirmed before, goto A07A.
If no preload high school status, goto A06B.

READALL 28

We show that you
[fill HIGH SCHOOL DIPLOMA STATUS]
*
Is that correct?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A06B<
PRE-LOGIC:
If (A06A ^= " " and A06A ^= 2) goto A07A.

READALL 29

What type of high school diploma did you receive?

[r]INTERVIEWER: DO NOT READ ALL POSSIBLE RESPONSES. ASK QUESTION[n]
[r]AND THEN VERIFY YOUR INTERPRETATION OF SUBJECT'S ANSWER. YOU [n]
[r]MAY USE THE RESPONSES AS PROMPTS, IF IT SEEMS THAT SUBJECT DOES [n]
[r]NOT UNDERSTAND THE QUESTION.[n]
<1> REGULAR DIPLOMA FROM A PUBLIC OR PRIVATE HIGH SCHOOL
<2> DIPLOMA OR CERTIFICATE THROUGH THE GED OR OTHER EQUIVALENCY TEST

```
 <3> CERTIFICATE OF HIGH SCHOOL COMPLETION
 <4> DID NOT COMPLETE HIGH SCHOOL OR HIGH SCHOOL EQUIVALENT
<-8> DON'T KNOW
<-7> REFUSE
===>

>A07A<
PRE-LOGIC:
If didn't complete high school, goto A08A.
If high school grad-yr confirmed before:
  If grad-year >= 90 (late), goto A08A; else goto A08C.
                                        READALL     30
We show that you received your high school diploma or certificate in
19[fill YEAR].  Is that correct?
 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A07B<
PRE-LOGIC:
If preload high school grad-yr confirmed:
  If grad-year >= 90 (late), goto A08A; else goto A08C.
                                        READALL     31
In what year did you receive your high school diploma or certificate?
YEAR:
<20-94> ENTER LAST TWO DIGITS OF YEAR     (<-7> REFUSE)
===>

>A08A<
PRE-LOGIC:
If determined eligible previously, goto A09A.
                                        READALL     32
During the entire time you were enrolled in
[fill NPSAS SCHOOL]
between July 1 1989 and June 30 1990, was your coursework
[r]only[n] for high school completion?
 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A08B<
PRE-LOGIC:
If A08A ^=1 goto A08C.
                                        ACTION      33
[r]RESPONSE(S) ON THIS SCREEN MAY INDICATE INELIGIBILITY!  PROBE [n]
[r]AND VERIFY BEFORE CONTINUING. THEN INDICATE BELOW WHETHER[n]
[r]RESPONSE(S) ARE CORRECT.[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>A08C<
PRE-LOGIC:
If determined eligible previously goto A09A.
If A08B=2 goto A08A.  If A08B=1 goto K100 (ineligible -- end interview).
                                        READALL     34
After high school, was
[fill NPSAS SCHOOL]
```

the first higher education institution you enrolled in to take
courses?
[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]

<1> YES
<2> NO
===>

>A08D<
PRE-LOGIC:
If A08C=1 goto A08E.
READALL 35
What was the first higher education institution you ever enrolled in
to take courses, after high school?
(SPECIFY BELOW ... UP TO 50 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

>A08E<
READALL 36
When did you first attend
[fill NAME OF FIRST POSTSECONDARY SCHOOL]
after high school?
YEAR:
<20-94> ENTER LAST TWO DIGITS OF YEAR (<-7> REFUSE)
===>

>A08F<
ACTION 37
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>A08G<
PRE-LOGIC:
If (A08E>=89 or A08E missing) goto A09A (eligible).
If A07B > A08E goto A08H (enrolled before completed h.s.).
READALL 38
Just to make sure I have this recorded correctly, you completed high
school in 19[fill YEAR] and first attended
[fill NAME OF SCHOOL] in 19[fill YEAR]. Is that correct?

[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES -- PROBE FOR[n]
[r]APPROPRIATE RESPONSE FOR INCORRECT![n]
<1> INFORMATION IS CORRECT
<2> POSTSECONDARY ATTENDANCE INFORMATION IS INCORRECT
<3> HIGH SCHOOL GRADUATION DATE INFORMATION IS INCORRECT
===>

>A08H<
PRE-LOGIC:
If A08G=1 goto K100 (ineligible). Elseif A08G=2 goto A08C.
Elseif A08G=3 goto A07A.
READALL 39
Just to make sure I have this recorded correctly, you first attended
[fill NAME OF FIRST SCHOOL] in 19[fill YEAR], which was before
you completed high school[fill YEAR IF APPLICABLE]*. Is that correct?

[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES -- PROBE FOR[n]
[r]APPROPRIATE RESPONSE FOR INCORRECT![n]

<1> INFORMATION IS CORRECT
<2> POSTSECONDARY ATTENDANCE INFORMATION IS INCORRECT
<3> HIGH SCHOOL GRADUATION DATE INFORMATION IS INCORRECT
===>

>A08I<
PRE-LOGIC:
If A08H=2 goto A08C. If A08H=3 goto A07A.
READALL 40
When you first attended
[fill FIRST POSTSECONDARY SCHOOL]
in 19[fill YEAR], were you enrolled in a program or coursework only
for high school credit?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A08J<
PRE-LOGIC:
If A08I ^=2 goto A08K.
ACTION 41
[r]RESPONSE(S) ON THIS SCREEN MAY INDICATE INELIGIBILITY! PROBE [n]
[r]AND VERIFY BEFORE CONTINUING. THEN INDICATE BELOW WHETHER[n]
[r]RESPONSE(S) ARE CORRECT.[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>A08K<
PRE-LOGIC:
If A08J=1 goto K100 (ineligible). If A08J=2 goto A08I.
READALL 42
When did you first attend a higher education institution to take
postsecondary coursework (work beyond high school credits)?
YEAR:
<20-94> ENTER LAST TWO DIGITS OF YEAR (<-7> REFUSE)
===>

>A08L<
ACTION 43
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>A08M<
PRE-LOGIC:
If (A08K>=89 or missing) goto A08N.
ACTION 44
[r]RESPONSE(S) ON THIS SCREEN MAY INDICATE INELIGIBILITY! PROBE [n]
[r]AND VERIFY BEFORE CONTINUING. THEN INDICATE BELOW WHETHER[n]
[r]RESPONSE(S) ARE CORRECT.[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>A08N<
PRE-LOGIC:
If A08M=1 goto K100 (ineligible). If A08M=2 goto A08K.
If A08K>0 goto A09A (eligible).
READALL 45
Before July 1 1989, had you ever received any postsecondary degree,
certificate, or other formal award?

[r]INTERVIEWER: EXAMPLES ARE -- POSTSECONDARY DIPLOMA, CERTIFICATE,[n]
[r]LICENSE, ASSOCIATES DEGREE, BACHELOR'S DEGREE, OR ADVANCED[n]
[r]DEGREE SUCH AS PH.D, MASTERS, LAW, MEDICINE.[n]
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A08O<
PRE-LOGIC:
If A08N^=1 goto A08P.
ACTION 46
[r]RESPONSE(S) ON THIS SCREEN MAY INDICATE INELIGIBILITY! PROBE [n]
[r]AND VERIFY BEFORE CONTINUING. THEN INDICATE BELOW WHETHER[n]
[r]RESPONSE(S) ARE CORRECT.[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>A08P<
PRE-LOGIC:
If A08O=1 goto K100 (ineligible). If A08O=2 goto A08N.
READALL 47
What was your student level at the time you first attended
[fill NPSAS SCHOOL]?
(between July 1 1989 and June 30 1990)
<1> FIRST-YEAR STUDENT/FRESHMAN
<2> SECOND-YEAR STUDENT/SOPHOMORE
<3> THIRD-YEAR STUDENT/JUNIOR
<4> FOURTH-YEAR STUDENT(OR HIGHER:UNDERGRADUATE)/SENIOR
<5> SPECIAL STUDENT (E.G., NON-MATRICULATED, NON-DEGREE)
<6> GRADUATE STUDENT
<7> OTHER
<-8> DON'T KNOW
<-7> REFUSE
===>

>A08Q<
PRE-LOGIC:
If A08P^=4 and A08P^=6 goto A09A (assume eligible based on approx info).
ACTION 48
[r]RESPONSE(S) ON THIS SCREEN MAY INDICATE INELIGIBILITY! PROBE [n]
[r]AND VERIFY BEFORE CONTINUING. THEN INDICATE BELOW WHETHER[n]
[r]RESPONSE(S) ARE CORRECT.[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>
POST-LOGIC:
If A08Q=1 goto K100 (ineligible). Else goto A08P.

>A09A<
PRE-LOGIC:
ZELG=1 (eligible). If birthdate info present goto A10A.
READALL 49
What is your birth date?

[r]PREVIOUSLY PROVIDED RESULT WAS [fill DATE OF BIRTH]**[n]
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>A09B<
ACTION 50
DAY:
<1-31> ENTER DAY OF MONTH (<-7> REFUSE <-8> DON'T KNOW)
===>

>A09C<
ACTION 51
YEAR:
<07-76> ENTER LAST TWO DIGITS OF YEAR (<-7> REFUSE)
===>

>A09D<
PRE-LOGIC:
If A09C<=73 goto A10A (else question young resp.).
ACTION 52
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE. PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>A10A<
PRE-LOGIC:
If gender data available goto A11A.
ACTION 53
[r]INTERVIEWER: ASK QUESTION ONLY IF GENDER IS NOT ALREADY OBVIOUS.[n]
[r]IF YOU ARE SURE OF GENDER, ENTER WITHOUT ASKING; IF YOU THINK[n]
[r]YOU KNOW, VERIFY WHAT YOU THINK GENDER TO BE.[n]

Are you male or female?
<1> MALE
<2> FEMALE
<-7> REFUSE
===>

>A11A<
PRE-LOGIC:
If Hispanic status present: if Hispanic goto A11B, else goto A12A.
READALL 54
Are you of Hispanic (Spanish) descent?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

```
>A11B<
PRE-LOGIC:
If A11A ^=1 goto A12A; else if Hispanic type present, goto A12A.
                                        READALL     55
What is your Hispanic origin?

[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES UNLESS NEEDED AS[n]
[r]PROMPTS.  CLASSIFY RESPONSE AND VERIFY YOUR CLASSIFICATION WITH[n]
[r]RESPONDENT.[n]
 <1> MEXICAN, MEXICAN AMERICAN, CHICANO
 <2> CUBAN
 <3> PUERTO RICAN
 <4> OF SOME OTHER HISPANIC DESCENT
 <5> NOT OF HISPANIC DESCENT
<-8> DON'T KNOW
<-7> REFUSE
===>

>A11C<
PRE-LOGIC:
If A11B ^=4 goto A12A.
                                        ACTION     56
(SPECIFY BELOW ... UP TO 20 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
   ********************
===>

>A12A<
PRE-LOGIC:
If preload race info present goto A13A.
                                        READALL     57
What race are you?

[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES UNLESS NEEDED AS[n]
[r]PROMPTS.  CLASSIFY RESPONSE AND VERIFY YOUR CLASSIFICATION WITH[n]
[r]RESPONDENT.  ALSO, "HISPANIC" IS NOT A RACE!  IF PERSON SAYS[n]
[r]"HISPANIC", FORCE A CHOICE INTO ONE OF THE CATEGORIES PROVIDED.[n]
 <1> WHITE
 <2> BLACK
 <3> AMERICAN INDIAN OR ALASKA NATIVE (ESKIMO, ALEUT)
 <4> ASIAN OR PACIFIC ISLANDER
 <5> OTHER
<-8> DON'T KNOW
<-7> REFUSE
===>

>A12B<
PRE-LOGIC:
If A12A=4 goto A12C; else if A12A^=5 goto A13A.
                                        ACTION     58
(SPECIFY BELOW ... UP TO 20 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
   ********************
===>  [goto A13A]
```

>A12C<
PRE-LOGIC:
If preload Asian type present, goto A13A.
READALL 59
[r]INTERVIEWER: IF KNOWN FROM PREVIOUS RESPONSE, SIMPLY VERIFY[n]
[r]WITH RESPONDENT; OTHERWISE ASK QUESTION.[n]

What is your Asian or Pacific Islander descent?

[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES UNLESS NEEDED AS[n]
[r]PROMPTS. CLASSIFY RESPONSE AND VERIFY YOUR CLASSIFICATION WITH[n]
[r]RESPONDENT.[n]
<1> CHINESE
<2> FILIPINO
<3> HAWAIIAN
<4> JAPANESE
<5> KOREAN
<6> VIETNAMESE
<7> ASIAN INDIAN
<8> SAMOAN
<9> GUAMIAN
<10> OTHER ASIAN OR PACIFIC ISLANDER <-8> DON'T KNOW <-7> REFUSE
===>

>A12D<
PRE-LOGIC:
If A12C ^= 10 goto A13A.
ACTION 60
(SPECIFY BELOW ... UP TO 20 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

>A13A<
PRE-LOGIC:
If preload U.S. citizen goto B001.
READALL 61
Are you a United States citizen?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>A13B<
PRE-LOGIC:
If A13A ^=1 goto B001.
If preload citizenship info missing before, goto B001 (dates not applicable).
READALL 62
When did you receive your United States citizenship?
YEAR:
<20-94> ENTER LAST TWO DIGITS OF YEAR (<-7> REFUSE)
===>

>A13C<
ACTION 63
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

Section B: Education Experiences

>B001<
READALL 68
The next few questions are about your educational experiences since we last spoke with you. We are interested in all schools you attended.
ENTER <1> TO CONTINUE
===>

>B01A<
PRE-LOGIC:
If more than 1 preload school goto B01C.
READALL 69
When we last spoke, you said that the only postsecondary school you've attended for credit since July 1989 was
[fill NPSAS SCHOOL].
ENTER <1> TO CONTINUE
===> [goto B02A]

>B01C<
READALL 70
When we last spoke, you told us that, since July 1989, you've attended other postsecondary schools for credit, besides
[fill NPSAS SCHOOL]. Please verify each school. Did you attend ...

[r]INTERVIEWER: READ EACH LISTED SCHOOL NAME BUT NOT "NA" LINES! IF R. DID NOT ATTEND A SCHOOL, ENTER THE SCHOOL NUMBER AND CATI WILL CHANGE THE PRESET "Y" TO AN "N." IF YOU MAKE A MISTAKE, ENTER THE NUMBER AGAIN TO "TOGGLE" BACK TO "Y." ENTER (99) WHEN VERIFICATION IS COMPLETED. !!!YOU CANNOT ADD SCHOOLS ON THIS SCREEN!!![n]
INDICATE WHETHER OR NOT THESE SCHOOLS ARE APPLICABLE: *
<2> [fill NON-NPSAS PRELOAD SCHOOL] [r]*[n]*
<3> [fill NON-NPSAS PRELOAD SCHOOL] [r]*[n]*
<4> [fill NON-NPSAS PRELOAD SCHOOL] [r]*[n]*
<5> [fill NON-NPSAS PRELOAD SCHOOL] [r]*[n]*
[r]<99> ALL DONE[n] [goto B01J]
===>

>B01D<
PRE-LOGIC:
Screen reached only if invalid line entered for B01C.
ACTION 71
[r]INTERVIEWER: YOU ENTERED AN INVALID LINE NUMBER. ENTER 1 HERE TO RETURN AND CORRECT YOUR ERROR.[n]
ENTER <1> TO CONTINUE
===> [goto B01C]

>B01E<
PRE-LOGIC:
Screen reached if setting preload school to inactive.
ACTION 72
INTERVIEWER: DID R. REALLY INDICATE NEVER ATTENDING
[r][fill SCHOOL NAME][n]
WHICH WAS LISTED AS A PRELOAD SCHOOL?
[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]

<1> YES
<2> NO
===>

>B01J<
ACTION 73
[r]INTERVIEWER: YOU HAVE INDICATED THAT THE REMAINING SET OF "OTHER" PRELOAD SCHOOLS IS AS LISTED BELOW; VERIFY WITH R. IF YOU ARE UNSURE.[n]

[fill NAMES OF SCHOOLS]
•
•
•

[r]THIS IS THE LAST OPPORTUNITY YOU WILL HAVE TO DELETE ONE OF THESE SCHOOLS. IF YOU NEED TO USE THE "TOGGLE SCREEN" AGAIN, ENTER (2).[n]
<1> NO CHANGES NECESSARY. (PRELOAD SCHOOLS CONFIRMED)
<2> CHANGE SCHOOL STATUS AGAIN. INFORMATION NOT CORRECT.
===>

>B01K<
PRE-LOGIC:
Item asked if preload school level of offering missing.
PARTALL 74
Was [fill SCHOOL NAME]

[r]INTERVIEWER: READ RESPONSE OPTIONS![n]
<1> a university or 4-year college(including graduate only schools)?
<2> a 2- or 3-year junior college, community college, or technical/ vocational school?
<3> a less than 2-year vocational, technical, or occupational school or college?
<4> some other type of school?
<-8> DON'T KNOW
<-7> REFUSE
===>

>B01L<
PRE-LOGIC:
Item asked if preload school control missing.
PARTALL 75
Was [fill SCHOOL NAME]

[r]INTERVIEWER: READ RESPONSE OPTIONS![n]
<1> public
<2> private (nonprofit)
<3> private (for profit)
<-8> DON'T KNOW
<-7> REFUSE
===>

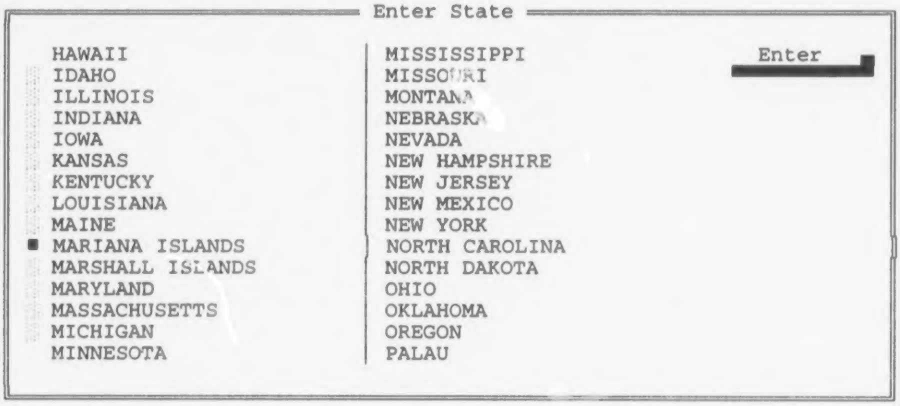
>B02A<
PRE-LOGIC:
B02A/BV2A/BW2A/BX2A/BY2A/BZ2A: REPEAT BLOCK for up to 6 new schools -- identified.
READALL 82
In addition to [fill NPSAS SCHOOL],
[fill "and the other schools we've discussed" IF APPLIES]
since July 1 1989, have you attended any other postsecondary schools, including graduate and professional schools, for credit or to obtain some formal award (such as a certificate, license, diploma, or degree)?

Postsecondary schools are those attended beyond high school, but please exclude Armed Forces training schools, correspondence schools, and schools at which you took [r]only[n] high-school equivalent/level courses.
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

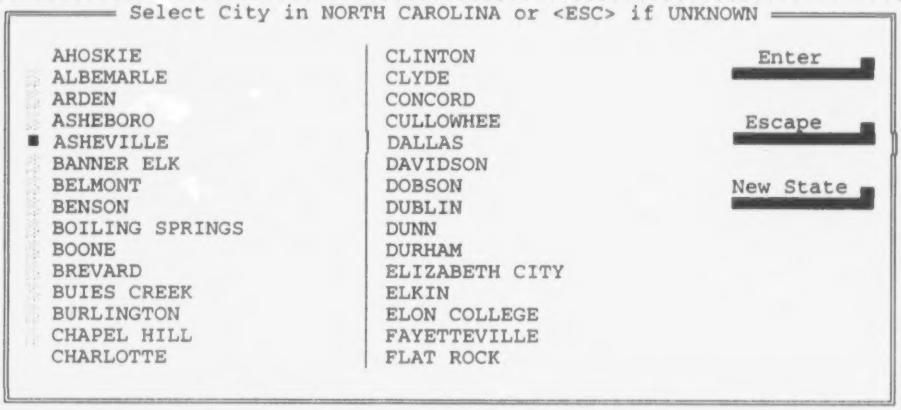
>B08G<
PRE-LOGIC:
If B02A ^=1 goto B02Q.
READALL 110
Please tell me the names of any other schools you've attended for credit since July 1 1989. One at a time, please.

[r]INTERVIEWER: ENTER NAME OF FIRST NEW SCHOOL BELOW.[n]
(ENTER NAME OF SCHOOL BELOW ... UP TO 50 CHARACTERS)
****
===>

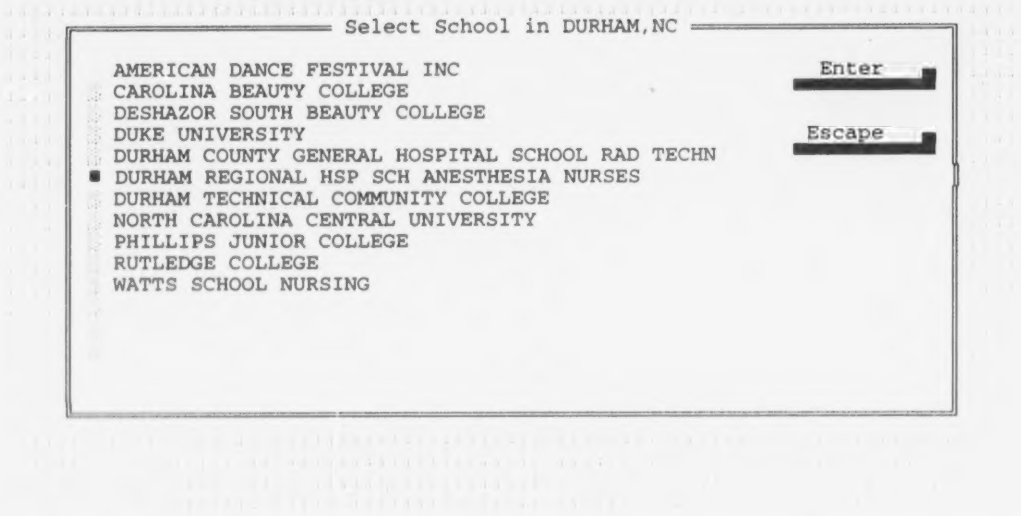
>B02B<



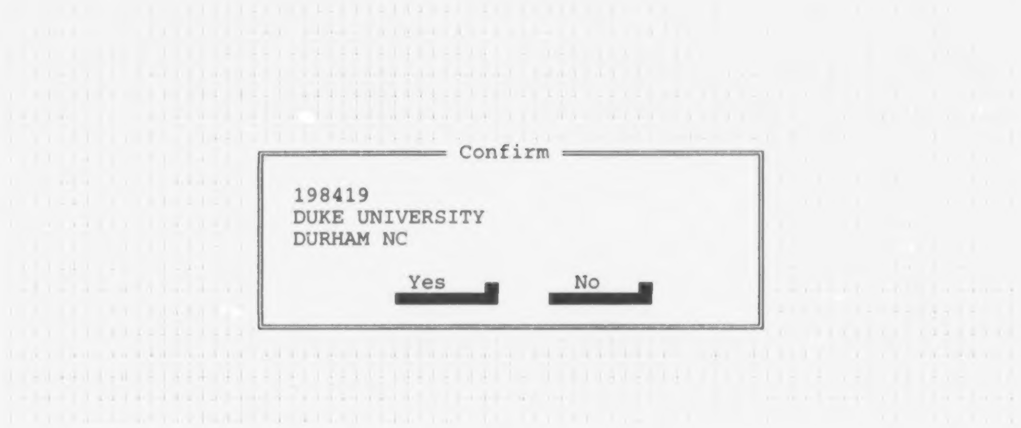
```
                    Enter State
   HAWAII                 MISSISSIPPI
   IDAHO                  MISSOURI
   ILLINOIS               MONTANA
   INDIANA                NEBRASKA
   IOWA                   NEVADA
   KANSAS                 NEW HAMPSHIRE
   KENTUCKY               NEW JERSEY
   LOUISIANA              NEW MEXICO
   MAINE                  NEW YORK
 ■ MARIANA ISLANDS        NORTH CAROLINA
   MARSHALL ISLANDS       NORTH DAKOTA
   MARYLAND               OHIO
   MASSACHUSETTS          OKLAHOMA
   MICHIGAN               OREGON
   MINNESOTA              PALAU
```



```
       Select City in NORTH CAROLINA or <ESC> if UNKNOWN
   AHOSKIE                CLINTON
   ALBEMARLE              CLYDE
   ARDEN                  CONCORD
   ASHEBORO               CULLOWHEE
 ■ ASHEVILLE              DALLAS
   BANNER ELK             DAVIDSON
   BELMONT                DOBSON
   BENSON                 DUBLIN
   BOILING SPRINGS        DUNN
   BOONE                  DURHAM
   BREVARD                ELIZABETH CITY
   BUIES CREEK            ELKIN
   BURLINGTON             ELON COLLEGE
   CHAPEL HILL            FAYETTEVILLE
   CHARLOTTE              FLAT ROCK
```



AMERICAN DANCE FESTIVAL INC
CAROLINA BEAUTY COLLEGE
DESHAZOR SOUTH BEAUTY COLLEGE
DUKE UNIVERSITY
DURHAM COUNTY GENERAL HOSPITAL SCHOOL RAD TECHN
■ DURHAM REGIONAL HSP SCH ANESTHESIA NURSES
DURHAM TECHNICAL COMMUNITY COLLEGE
NORTH CAROLINA CENTRAL UNIVERSITY
PHILLIPS JUNIOR COLLEGE
RUTLEDGE COLLEGE
WATTS SCHOOL NURSING



198419
DUKE UNIVERSITY
DURHAM NC

===>

>B02E<
PRE-LOGIC:
If new school level of offering not missing, goto B02F.
PARTALL 85
Was [fill NAME OF NEW SCHOOL]

[r]INTERVIEWER: READ RESPONSE OPTIONS![n]
<1> a university or 4-year college(including graduate only schools)?
<2> a 2- or 3-year junior college, community college, or technical/ vocational school?
<3> a less than 2-year vocational, technical, or occupational school or college?
<4> some other type of school?
<-8> DON'T KNOW
<-7> REFUSE
===>

>B02F<
PRE-LOGIC:
If new school control not missing, goto B02G.
PARTALL 86
Was [fill NAME OF NEW SCHOOL]

[r]INTERVIEWER: READ RESPONSE OPTIONS![n]
<1> public
<2> private (nonprofit)
<3> private (for profit)
<-8> DON'T KNOW
<-7> REFUSE
===>

>B02G<
ACTION 87
[r]INTERVIEWER: YOU ARE ABOUT TO SAVE INFORMATION YOU HAVE COLLECTED ABOUT [fill NAME OF NEW SCHOOL].[n]
[r]IF YOU NEED TO BACK UP AND CHANGE/CORRECT ANY OF THIS INFORMATION, YOU MUST DO IT NOW! ONCE YOU LEAVE THIS SCREEN, THIS SCHOOL WILL BE "LOCKED," AND YOU WILL NOT BE ABLE TO BACK UP TO THE DATA AGAIN. YOU WILL, HOWEVER, HAVE AN OPPORTUNITY LATER TO DELETE THE SCHOOL.[n]
ENTER <1> TO CONTINUE
===>

>B02Q<
ACTION 88
[r]INTERVIEWER: YOU HAVE ADDED [fill "NO" IF APPLICABLE] NEW SCHOOLS[n]
[fill NAMES OF NEW SCHOOLS]
*
*
*
*
*
[r]VERIFY WITH RESPONDENT AND ENTER THE APPROPRIATE RESPONSE BELOW. WARNING: ONCE YOU SAY THESE ARE ALL THE SCHOOLS TO BE ADDED, YOU WILL BE "LOCKED OUT" OF ADDING ANY MORE SCHOOLS; BUT YOU WILL STILL HAVE AN OPPORTUNITY TO DELETE LATER.[n]
<1> NO MORE NEW SCHOOLS TO BE ADDED
<2> NEED TO ADD SCHOOL(S)
===>

>B02R<
PRE-LOGIC:
If B02Q=1 goto B02S. Screen reached only if no more room to add new schools.
ACTION 89
[r]INTERVIEWER: SORRY, ALL SCHOOL ADDITION SLOTS ARE FILLED. FILL OUT A PROBLEM SHEET WHEN YOU COMPLETE THE INTERVIEW.[n]
ENTER <1> TO CONTINUE
===>

>B02S<

ACTION 90

[r]INTERVIEWER: BELOW WE LIST BOTH THE PRELOAD SCHOOLS AND ADDED SCHOOLS. EXAMINE ADDED SCHOOLS FOR DUPLICATES WITH PRELOADS. IF ANY DUPLICATES ARE SUSPECTED, VERIFY WITH R; IF NEEDED, DELETE BY ENTERING NUMBER OF ADDED SCHOOL. !!ALL SCHOOL UPDATES ARE LOCKED WHEN YOU SAY YOU FINISH!![n]

PRELOAD SCHOOLS:
[fill NPSAS SCHOOL]
[fill OTHER PRELOAD SCHOOLS]
*
*
*

NEW SCHOOLS:
<1> [fill NEW SCHOOL]
<2> [fill NEW SCHOOL]
<3> [fill NEW SCHOOL]
<4> [fill NEW SCHOOL]
<5> [fill NEW SCHOOL]
<6> [fill NEW SCHOOL]

ENTER [r]<99> IF ALL ARE OK[n] OR ENTER SCHOOL # TO DELETE A SCHOOL. [goto B53A]
===>

>B02T<

PRE-LOGIC:
Screen reached only if school to be "deleted" from B02S. Must confirm.

ACTION 91

[r]INTERVIEWER: DO YOU REALLY WANT TO DELETE[n]
[r] [fill SCHOOL NAME]?[n]

[r]KEEP IN MIND THAT ONCE DELETED, THE SCHOOL CANNOT BE ADDED[n]
[r]AGAIN![n]
[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]

<1> YES
<2> NO
===>

>B53A<

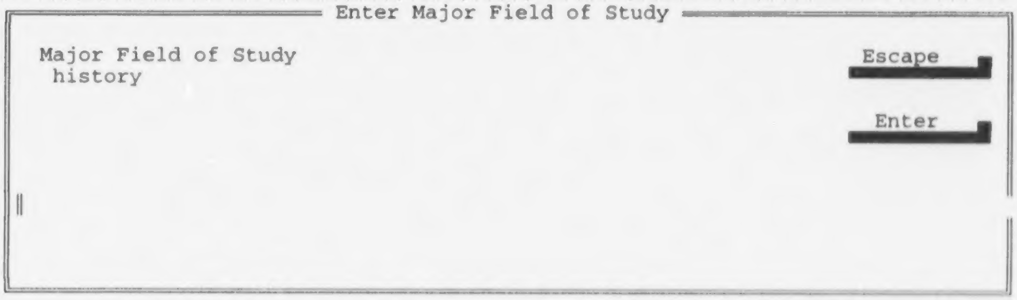
The next set of questions has to do with your terms of enrollment in the postsecondary institution(s) we've discussed so far, even if you didn't complete the terms. A "term" is a time period of registration or period for which you pay separately. (For each school,) I will need to know: the start and end dates (month and year) for each term you were enrolled, your status (full-time, at least half time, or less than half time), the number of courses you took in the term, and your level at the time (freshman, sophomore, etc.).

```
ENROLLMENT USER EXIT                                     EXIT      5041


 The last term we have you attending
 UNIV MICHIGAN -- ANN ARBOR
 ended in May of 1991.
 Have you attended this school since then?

 INTERVIEWER:  SOME END DATES MAY AT FIRST CONFUSE R.  THIS COULD BE BECAUSE
 OF EDITING PREVIOUS DATA OR IMPUTING PRIOR "DK" AND "RE" RESPONSES.  IN ANY
 EVENT, YOU CANNOT CHANGE THE LAST TERM DATE.  YOU CAN ONLY ADD TERMS SINCE THAT
 DATE.  THEREFORE, IF R. INDICATES THAT HE/SHE STOPPED ATTENDING THIS SCHOOL
 BEFORE THE DATE PROVIDED, JUST PLAY ALONG, BUT ENTER "NO" HERE!!!
 NOTE THAT DK(-8) IS NOT ACCEPTABLE.

 <1> YES
 <2> NO
 <-7> REFUSE
 ===> 1

ENROLLMENT USER EXIT                                       EXIT        5042

UNIV MICHIGAN -- ANN ARBOR  (4 YEAR COLLEGE/UNIVERSITY)
 (TERMS ATTENDED SINCE MAY, 1991.)
╔═══════════════╦═══════════════╦═════════╦═════════════╦═══════╗
║ STARTING DATE ║  ENDING DATE  ║ STATUS  ║  # COURSES  ║ LEVEL ║   *STATUS CODES:
║    MMM  YY    ║    MMM  YY    ║    *    ║ NOT CREDITS ║  **   ║
╠═══════════════╬═══════════════╬═════════╬═════════════╬═══════╣    1 = FULL-TIME
║    AUG  92    ║    DEC  92    ║    1    ║      5      ║   4   ║    2 = AT LEAST
║    JAN  93    ║    MAY  93    ║    1    ║      4      ║   4   ║        HALF-TIME
║               ║               ║         ║             ║       ║    3 = LESS THAN
║               ║               ║         ║             ║       ║        HALF-TIME
║               ║               ║         ║             ║       ║
║               ║               ║         ║             ║       ║   **LEVEL CODES:
║               ║               ║         ║             ║       ║
║               ║               ║         ║             ║       ║    1 = FRESHMAN
║               ║               ║         ║             ║       ║    2 = SOPHOMORE
║               ║               ║         ║             ║       ║    3 = JUNIOR
║               ║               ║         ║             ║       ║    4 = SENIOR
║               ║               ║         ║             ║       ║    5 = SPECIAL
║               ║               ║         ║             ║       ║    6 = GRADUATE/
║               ║               ║         ║             ║       ║        PROFESSIONAL
╚═══════════════╩═════ LINE 03 OUT OF 03 ═╩═════════════╩═══════╝    7 = OTHER
     USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD.  DEL TO DELETE A LINE.
   ALT-X = DONE,  F2 = HELP,  F12 = KEY DEFINITIONS,  F6 = PREVIOUS SCREEN.

ENROLLMENT USER EXIT                                       EXIT        5043


 INTERVIEWER:  VERIFY WITH R. THE LAST TERM END DATES FOR ALL SCHOOLS AS
 LISTED BELOW.

 THIS IS YOUR LAST CHANCE TO VERIFY TERM INFORMATION.  ONCE YOU LEAVE THIS USER
 EXIT, YOU WILL BE LOCKED OUT FROM ANY FURTHER UPDATE.

 <1> UNIV MICHIGAN -- ANN ARBOR:  May, 1993
 <2> WASHTENAW COMM COLL:  August, 1991
 <3> DUKE UNIV:  REFUSE

 ENTER SCHOOL # TO ADD/MODIFY TERMS FOR THAT SCHOOL OR <99> IF ALL OK.
 ===> 99
```

>B15D<
PRE-LOGIC:
Start of repeat block (B15-B25) for each of up to 11 schools (5 preload, 6 new).
If no undergrad term at this school on or after 2/90 goto B15L.
If no new terms and preload major present, goto B15W.
If no preload major from before, goto B15G (must ask rather than verify).
READALL 129
Two years ago, you indicated that your major or program of study while
attending [fill NPSAS SCHOOL] was
[fill MAJOR].
Was that also your field of study there during the term ending
[fill TERM END DATE] 19[fill TERM END YEAR]?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

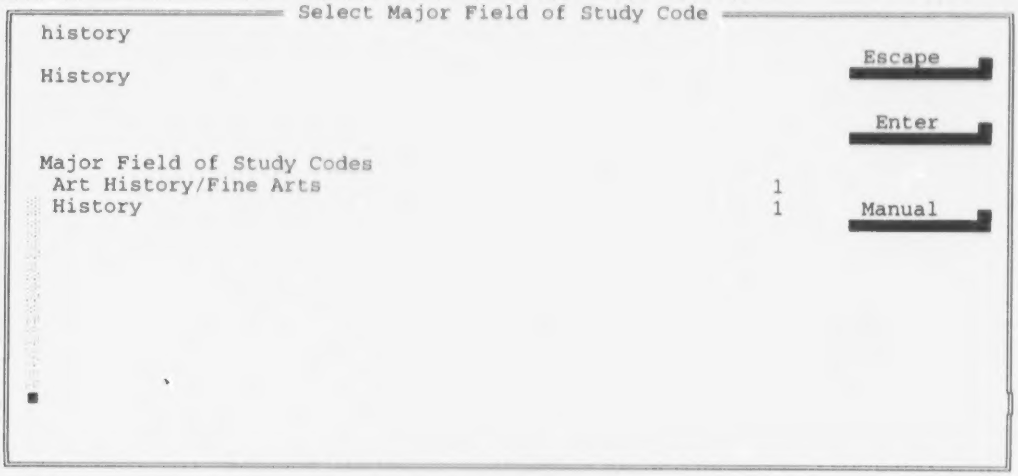
>B15G<
PRE-LOGIC:
If B15D^=2: if new term(s), goto B15A; else goto B15W.
EXIT 132

During your last undergraduate term at
[fill NPSAS SCHOOL],
ending [fill TERM END DATE] 19[fill TERM END YEAR], what was your major or program of study?



Enter Major Field of Study

Major Field of Study
history



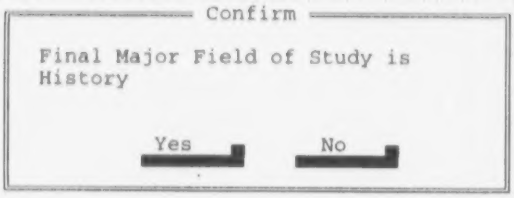
Select Major Field of Study Code

history

History

Major Field of Study Codes

Art History/Fine Arts	1
History	1



Confirm

Final Major Field of Study is History

===>

>B15A<
PRE-LOGIC:
If no new terms and BPS:92 info present for item, goto B15W.
READALL 126
During your last undergraduate term at
[fill NPSAS SCHOOL],
ending [fill TERM END DATE] 19[fill TERM END YEAR], was your schoolwork leading toward a
specific degree or other formal award (e.g., license, diploma,
certificate)?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>B15C<
PRE-LOGIC:
If B15A^=1 goto B15F.
PARTALL 128
What type of degree or formal award (were)/(are) you working toward?
Was that ...

[r]INTERVIEWER: WE MUST HAVE A RESPONSE. READ RELEVANT OPTIONS TO R. AS NECESSARY TO DIFFERENTIATE BETWEEN THE TYPES OF DEGREES (E.G., BETWEEN AN ASSOCIATES VOCATIONAL/TECHNICAL DEGREE AND AN ASSOCIATES ACADEMIC DEGREE).[n]
(<1> NONE, NOT WORKING TOWARD ANY DEGREE)

<2> less than 2-year vocational/occupational certificate or diploma
<3> less than 2-year vocational/occupational license
<4> 2- or 3-year vocational/occupational degree or diploma
<5> 2- or 3-year Associates vocational/technical degree
<6> 2- or 3-year associates academic degree
<7> 4- or 5-year Bachelor's degree
===>

>B15E<
PRE-LOGIC:
If B15C=1 goto B15F.
READALL 130
(Did)/(Will) you complete your program (license, diploma, certificate)
during your last undergraduate term at
[fill NPSAS SCHOOL]?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>B15e<
PRE-LOGIC:
If B15E=1 goto B15F. If B15C^=3 goto B15F.
READALL 141
Did you [r]ever[n] receive this license?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>B15f<
PRE-LOGIC:
If B15e^=1 goto B15F.
READALL 142
When did you receive the license?
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>B15g<
ACTION 143
YEAR:
<89-94> ENTER LAST TWO DIGITS OF YEAR
<-8> DON'T KNOW <-7> REFUSE
===>

>B15F<
READALL 131
Before [fill TERM END DATE] 19[fill TERM END YEAR], did you receive any [fill "other" IF APPLICABLE]
undergraduate degree or other formal award (diploma, certificate, license)
from [fill NPSAS SCHOOL]?
[r](Please do not count GED, or other high school equivalent or high-school
level award.)[n]

[r]INTERVIEWER: WE ARE INTERESTED IN POSTSECONDARY DEGREE/[n]
[r]AWARDS RECEIVED PRIOR TO LAST UNDERGRADUATE TERM AT THE SCHOOL.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===> [goto B15H]

>B15W<
READALL 140
Did you receive any undergraduate degree or other formal
award (diploma, certificate, license) from
[fill NPSAS SCHOOL]?

[r](Please do not count GED, or other high school equivalent or high-school
level award.)[n]

[r]INTERVIEWER: WE ARE INTERESTED HERE IN POSTSECONDARY DEGREE/[n]
[r]AWARDS RECEIVED AT THIS PRELOADED SCHOOL.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>B15H<
PRE-LOGIC:
If B15F^=1 and B15W^=1 goto B15L.
PARTALL 133
What (other) degree or formal award was that?

[r]INTERVIEWER: WE MUST HAVE A RESPONSE. 'READ RELEVANT OPTIONS TO R. AS
NECESSARY TO DIFFERENTIATE BETWEEN THE TYPES OF DEGREES (E.G., BETWEEN AN
ASSOCIATES VOCATIONAL/TECHNICAL DEGREE AND AN ASSOCIATES ACADEMIC DEGREE).[n]
(<1> NONE, NOT WORKING TOWARD ANY DEGREE)

<2> less than 2-year vocational/occupational certificate or diploma
<3> less than 2-year vocational/occupational license
<4> 2- or 3-year vocational/occupational degree or diploma
<5> 2- or 3-year Associates vocational/technical degree
<6> 2- or 3-year associates academic degree
<7> 4- or 5-year Bachelor's degree
===>

>B15h<
PRE-LOGIC:
If B15H=1 goto B15L.
READALL 144
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DONT KNOW <-7> REFUSE
===>

>B15i<
ACTION 145
YEAR:
<89-94> ENTER LAST TWO DIGITS OF YEAR
<-8> DONT KNOW <-7> REFUSE
===>

>B15L<
PRE-LOGIC:
If didn't attend given school as grad student goto next repeat block (B15D...).
PARTALL 135
During your last term as a graduate student at
[fill NPSAS SCHOOL], ending [fill TERM END DATE] 19[fill TERM END YEAR],
what type of graduate degree or award were you working toward?

[r]INTERVIEWER: READ TO R. OPTIONS (8) THROUGH (12) FIRST TIME YOU GET TO THIS SCREEN. SUBSEQUENTLY, DONT READ OPTIONS UNLESS NEEDED FOR PROMPTS OR VERIFICATION.[n]
<8> Post-Baccalaureate certificate
<9> Master's Degree or equivalent
<10> Post-Master's certificate
<11> MD, DDS, LLB, or other advanced professional degree (INCLUDES ADVANCED DEGREES IN DENTISTRY, MEDICINE, CHIROPRACTIC, OPTOMETRY, OSTEOPATHY, PODIATRY, THEOLOGY, VETERINARY MEDICINE, AND LAW)
<12> Doctorate Degree (E.G., Ph.D., Ed.D., D.B.A.)
<13> Special student; special enrollment; other (SPECIFY BELOW)
<-7> REFUSE
===>

>B15M<
PRE-LOGIC:
If B15L=-7 goto B15P. If B15L^=13 goto B15N.
ACTION 136
(SPECIFY BELOW ... UP TO 30 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

>B15N<

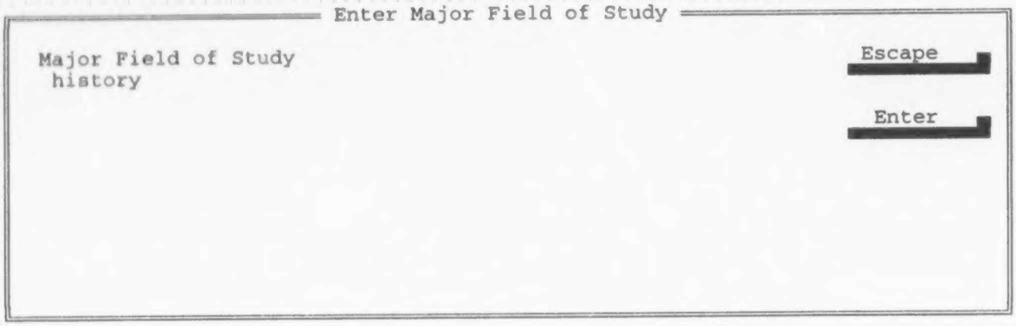
READALL 137

(Did)/(Will) you complete your graduate degree, certificate, or other formal award during this last term?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

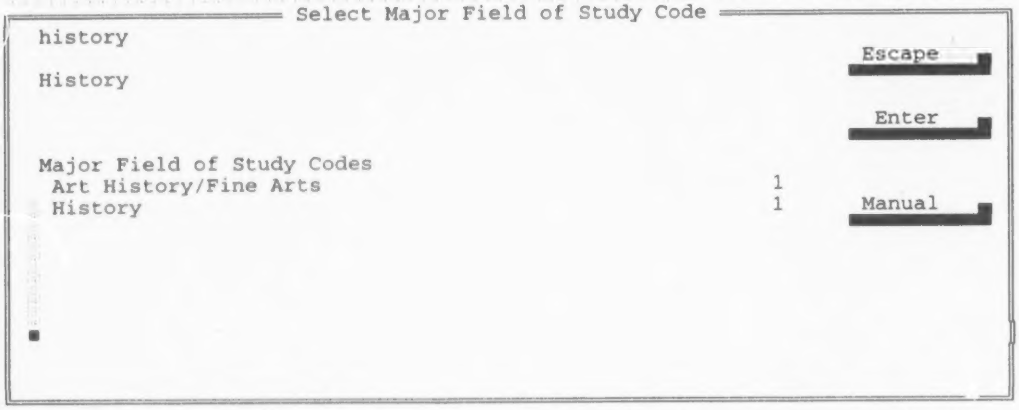
>B15P<

EXIT 138

What was your major, or program of study, during this last [r]graduate-level[n] term at [fill NPSAS SCHOOL]?


Enter Major Field of Study

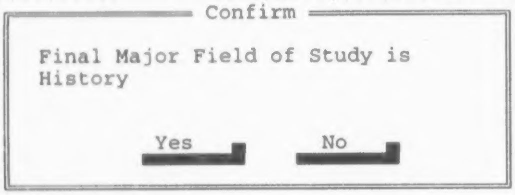
Major Field of Study
history


Select Major Field of Study Code

history

History

Major Field of Study Codes
Art History/Fine Arts 1
History 1


Confirm

Final Major Field of Study is History

===>

>B26A<

READALL 324

Have you taken any professional licensing or certification exams
since January 1, 1990?
(e.g., teachers' exam, CPA licensing, cosmetology exam, professional
engineers' exam, medical technology exam, or the state boards
for law or medicine)?

INTERVIEWER: INTEREST IS IN OCCUPATIONALLY-RELATED LICENSES.
DRIVER'S/BOAT OPERATOR/FISHING/HUNTING LICENSES ARE [r]NOT[n] RELEVANT
UNLESS RELATED TO OCCUPATION (E.G., TRUCK DRIVER, PILOT).
[r]GRADUATE/PROFESSIONAL SCHOOL ADMISSIONS EXAMS ARE NOT APPLICABLE HERE.[n]
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>B26C<
PRE-LOGIC:
If B26A^=1 goto B27A.

EXIT 325

Which examinations have you taken?
For each exam, please tell me when and in what state you took the
exam, and if you passed.

LICENSING/CERTIFICATION EXAMS USER EXIT EXIT 5005

INTERVIEWER: RECORD INFORMATION ABOUT LICENSING/CERTIFICATION EXAMS R. HAS TAKEN, INCLUDING DATE TAKEN, THE STATE IN WHICH THE EXAM WAS TAKEN, AND WHETHER R. PASSED THE EXAM. PROMPT FOR "ANY OTHER EXAMS?" IF NEEDED.

EXAM	TAKEN? 1=YES 2=NO	DATE MMM YY	STATE	PASSED? 1=YES 2=NO
TEACHER'S EXAM (NATIONAL OR STATE)	2	--- --	--	--
NURSING BOARD OR CERTIFICATION	1	JUN 92	NC	1
OTHER MEDICAL (E.G. DENTAL HYGIENE, EMT, MEDICAL TECHNOLOGY)	2	--- --	--	--
COMMUNICATIONS (E.G. FCC LICENSE)	2	--- --	--	--
BUSINESS/FINANCIAL (E.G. CPA, REALTOR, STOCK BROKER, ACTUARY)	2	--- --	--	--
OTHER: -----	2	--- --	--	--

USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
PRESS F2 FOR HELP. PRESS ALT-X WHEN DONE. PRESS F12 FOR KEY DEFINITIONS.
===>

>B27A<
PRE-LOGIC:
If only 1 school goto B28A.

READALL 327

You have indicated enrollment in more than one postsecondary school.
Did you transfer credits, courses, or clock hours from any of these
schools to another of the schools?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>B28A<
PRE-LOGIC:
REPEAT BLOCK for each of 4 school years (90-91/91-92/92-93/93-94) B28/29/30/31.
Undergraduate schooling. Skip B28/29 if info present from BPS:90/92 interview.
If more than 1 school for given year, goto B28D. If no schools, goto repeat
block for next year.

READALL 328

The only school you reported attending between July 1 1990 and June 30 1991
was [fill SCHOOL NAME].
Do you consider this school to be a principal school in your
undergraduate postsecondary education?
[r]NOTE THAT DK(-8) AND RE(-7) ARE NOT ACCEPTABLE.[n]

<1> YES
<2> NO
===>
POST-LOGIC:
Goto next repeat block until done.

>B28D<

READALL 329

You reported attending [fill NUMBER] schools between July 1 1990 and
June 30 1991. Which (if any) of these schools do you consider the
principal school in your postsecondary education that year?

[r]INTERVIEWER: SCHOOL NAME PROMPTS ARE THE NON-"NA" ENTRIES SHOWN
BELOW. NOTE: WE MUST HAVE A DETERMINATE RESPONSE TO THIS Q.[n]
<1> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<2> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<3> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<4> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<5> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<6> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<7> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<8> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<9> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<10> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<11> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<12> NONE OF THE SCHOOLS WERE PRINCIPAL
===>

>B80D<
PRE-LOGIC:
REPEAT BLOCK: B80D(92-93) and B81D(93-94).
Only ask if at least 1 school attended at graduate level.

READALL 355

You reported attending [fill NUMBER] schools as a graduate or advanced
professional student between July 1 1992 and June 30 1993. Which
of these schools do you consider the principal school in your
graduate education that school year?

[r]INTERVIEWER: SCHOOL NAME PROMPTS ARE THE NON-"NA" ENTRIES SHOWN
BELOW. NOTE; WE MUST HAVE A DETERMINATE RESPONSE TO THIS Q.[n]
<1> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<2> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<3> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<4> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<5> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<6> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<7> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<8> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<9> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]

```
<10> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
<11> [fill SCHOOL NAME ATTENDED THAT YEAR -- NA IF NOT APPLIC]
===>

>B32A<
PRE-LOGIC:
B32/33/34 asked of principal school for current year (93-94) undergrad if
any attended. Otherwise 92-93 undergrad if any attended. Else, goto B38A.
                                        READALL    336
I am now going to read you a list of school-related activities that
you may have participated in for the academic year beginning
July 1 19[fill YEAR:92 OR 93], while you
attended [fill NAME OF PRINCIPAL SCHOOL]
[r]as an undergraduate[n].
Please indicate for each activity how often you participated by answering:
          Never,
          Once,
          Several Times, or
          Often.

[r]INTERVIEWER: ACTIVITIES ARE ON NEXT SCREEN. READ EACH HIGHLIGHTED
ACTIVITY AND ENTER APPLICABLE RESPONSE. AFTER A VALID ENTRY, THE NEXT
APPLICABLE ACTIVITY WILL BE HIGHLIGHTED. TO CHANGE ANSWER ENTER 20.
WHEN DONE, ENTER 99. "DK"(-8) AND "RE"(-7) ARE ALLOWED.[n]
 <1> ENTER 1 TO CONTINUE
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>

>B32D<
PRE-LOGIC:
Random start question. May start at item a/d/f/g/h. Items are paraphrased.
                                        READALL    337
While attending [fill NAME OF PRINCIPAL SCHOOL],
roughly how often since July 1 19[fill YEAR:92 OR 93] did you ..      *
a. [fill "meet with faculty outside of class re academics"]
  * [n] [r]*[n]*
b. [fill "meet with advisor re academics"]
  * [n] [r]*[n]*
c. [fill "meet socially with faculty"]
  * [n] [r]*[n]*
d. [fill "study with others outside of class"]
  * [n] [r]*[n]*
e. [fill "use a student assistance program or center"]
  * [n] [r]*[n]*
f. [fill "go places with friends from school"]
  * [n] [r]*[n]*
g. [fill "participate in school clubs"]
  * [n] [r]*[n]*
h. [fill "attend academic or career related events"]
  * [n] [r]*[n]*
<0>NEVER  <1>ONCE  <2>SEVERAL TIMES  <3>OFTEN
[r]<99>ALL DONE[n] [r]<20>CHANGE ANSWER[n][goto B32F]  <-8> DON'T KNOW  <-7> REFUSE
===>

>B32F<
                                        ACTION    338
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e><F,f><G,g><H,h>
===>
```

>B32H<
ACTION 339
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto B32D]

>B32I<
ACTION 340
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto B32D]

>B32M<
ACTION 341
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto B32D]

>B82D<
PRE-LOGIC:
If school proprietary or less than 2 year (or info missing), goto B33D.
READALL 357
(Since July 1 19[fill YEAR:92 OR 93], while you were attending
[fill NAME OF PRINCIPAL SCHOOL],)
Roughly how often did you ...
*
a. Participate in and practice with others for music, drama, choir, etc. [n] [r]*[n]*
b. Participate in and practice with others for intramural or nonvarsity sports [n] [r]*[n]*
c. Participate in and practice with others for intercollegiate or varsity sports [n] [r]*[n]*

<0> NEVER <1> ONCE <2> SEVERAL TIMES <3> OFTEN
[r]<99> ALL DONE[n] [r]<20> CHANGE ANSWER[n] [goto B82F] <-8> DON'T KNOW <-7> REFUSE
===>

>B82F<
ACTION 358
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c>
===>

>B82H<
ACTION 359
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto B82D]

>B82I<
ACTION 360
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto B82D]

>B82M<
ACTION 361
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto B82D]

BEST COPY AVAILABLE

>B33D<

READALL 342

I am now going to ask you about your satisfaction with certain features of your [r]undergraduate[n] educational experiences at [fill NAME OF PRINCIPAL SCHOOL] since July 1 19[fill YEAR:92 OR 93]. Please indicate for each feature I read whether you were satisfied or dissatisfied.

*

a. The ability of most of your teachers [n] [r]*[n]*
b. Your social life [n] [r]*[n]*
c. Your intellectual growth [n] [r]*[n]*
d. The financial cost of attending [n] [r]*[n]*
e. The prestige of the school. [n] [r]*[n]*

<1> SATISFIED <2> DISSATISFIED <-7> REFUSE <-8> DON'T KNOW
[r]<99> ALL DONE[n] [goto B33J] [r] <20> CHANGE ANSWER [n] [goto B33F]
===>

>B33F<

ACTION 343

CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e>
===>

>B33H<

ACTION 344

YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto B33D]

>B33I<

ACTION 345

PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto B33D]

>B33K<

ACTION 346

NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto B33D]

>B34A<

EXIT 347

I am now going to read you a list of school services, activities, and facilities that you may have used since July 1 19[fill YEAR:92 OR 93], while you attended [fill NAME OF PRINCIPAL SCHOOL] [r]as an undergraduate[n].

```
SCHOOL SERVICES/ACTIVITIES/FACILITIES USER EXIT                EXIT        5006

 Were you satisfied or dissatisfied with it (them)?
 (Sports and recreation facilities)


 INTERVIEWER: FOR EACH OF THE FOLLOWING, ASK RESPONDENT IF HE/SHE USED IT WHILE
 ATTENDING UNIV N. CAROLINA, CHAPEL HILL AS AN
 UNDERGRADUATE SINCE JULY 1, 1992.  IF R. DID NOT USE IT, ASK IF IT WAS
 AVAILABLE.  IF R. DID USE IT, ASK IF R. WAS SATISFIED OR DISSATISFIED WITH IT.
 -7 (RE) AND -8 (DK) ARE ALLOWED, EXCEPT -8 (DK) IS NOT ALLOWED FOR "USED?".
```

```
                UNIV N. CAROLINA, CHAPEL HILL SINCE JULY 1, 1992
+-------------------------------------------------------------------------------+
|        SERVICE/ACTIVITY/FACILITY            |    USED?    | AVAILABLE?  |1=SATISFIED|
|                                             |1=YES 2=NO   |1=YES 2=NO   |2=DISSATIS.|
|---------------------------------------------|-------------|-------------|-----------|
|Special tutoring or remedial instruction     |      1      |     --      |     1     |
|Counseling services                          |      2      |      1      |    --     |
|Job placement                                |      1      |     --      |     1     |
|Cultural activities, music, art, drama, etc. |      2      |      1      |    --     |
|Sports and recreation facilities             |      1      |     --      |     1     |
+-------------------------------------------------------------------------------+
  READ QUESTION, THEN TYPE RESPONSE.  USE ARROW KEYS IF YOU NEED TO BACK UP.
  PRESS F2 FOR HELP.  PRESS ALT-X WHEN DONE.  PRESS F12 FOR KEY DEFINITIONS.
===>
```

>B38A<
PRE-LOGIC:
Ask only if NPSAS:90 data indicated that athletic scholarship received.
READALL 349
When we spoke in 1990, you indicated that you received an
[r]athletic[n] grant-in-aid or scholarship during your first year at
[fill NPSAS SCHOOL].
Was this for either varsity football or basketball?

[r]INTERVIEWER: DO NOT READ RESPONSE OPTIONS, UNLESS NEEDED FOR PROMPTS OR CLARIFICATION. YOU MAY HAVE TO PROMPT TO DIFFERENTIATE BETWEEN THE TWO "NO" RESPONSES; THIS DIFFERENTIATION IS IMPORTANT.[n]
<1> YES, FOR EITHER FOOTBALL OR BASKETBALL
<2> NO, FOR SOME OTHER VARSITY/INTERCOLLEGIATE SPORT
<3> NO, DID NOT RECEIVE ATHLETIC GRANT-IN-AID OR SCHOLARSHIP
<-7> REFUSE
===>

>B39A<
PRE-LOGIC:
If no new terms and GPA present from BPS:90/92, goto B40A.
READALL 350
Considering all postsecondary institutions you have attended, what types of grades have you received as an undergraduate? (i.e., What is your cumulative undergraduate grade point average over all schools you have attended?)

[r]INTERVIEWER: DON'T READ RESPONSE OPTIONS UNLESS NEEDED AS PROMPTS OR FOR CLARIFICATION.[n]
<1> MOSTLY A'S (3.75-4.00 GRADE POINT AVERAGE ON 4.00 SCALE)
<2> A'S AND B'S (3.25-3.74 GRADE POINT AVERAGE)
<3> MOSTLY B'S (2.75-3.24 GRADE POINT AVERAGE)
<4> B'S AND C'S (2.25-2.74 GRADE POINT AVERAGE)
<5> MOSTLY C'S (1.75-2.24 GRADE POINT AVERAGE)
<6> C'S AND D'S (1.25-1.74 GRADE POINT AVERAGE)
<7> MOSTLY D'S OR BELOW (LESS THAN 1.25 GRADE POINT AVERAGE)
<8> OTHER (E.G., NON-GRADED, PASS/FAIL)
<-8> DON'T KNOW
<-7> REFUSE
===>

>B40A<
READALL 351
[r]Realistically[n], what is the highest level of education you
[r]ever expect[n] to complete?
POSTSECONDARY VOCATIONAL:
<3> LESS THAN 1 YEAR OF OCCUPATIONAL/TRADE/TECHNICAL/BUSINESS SCHOOL
<4> 1 BUT LESS THAN 2 YEARS OF OCCUPATIONAL/TRADE/TECHNICAL/BUSINESS SCHOOL

<5> 2 YEARS OR MORE OF OCCUPATIONAL/TRADE/TECHNICAL/BUSINESS SCHOOL
POSTSECONDARY ACADEMIC:
<6> LESS THAN 2 YEARS OF COLLEGE
<7> 2 OR MORE YEARS OF COLLEGE (INCLUDING 2-YEAR DEGREE)
<8> COMPLETE BACHELOR'S DEGREE (4 OR 5 YEAR DEGREE)
<9> MASTER'S DEGREE OR EQUIVALENT
<10> MD/DDS/LLB/OTHER ADVANCED PROFESSIONAL DEGREE (*SEE HELP SCREEN)
<11> DOCTORATE DEGREE (E.G., Ph.D., Ed.D., D.B.A.)
<-8> DON'T KNOW
<-7> REFUSE
===>

Section C: Employment Experiences

>C001<

READALL 397

The next few questions are about any jobs you may have held since we last spoke with you. We are interested in [r]any job you held for pay[n], including summer jobs, work-study jobs, apprenticeships, and co-ops.

(If you left a job and sometime later went back to the same job, count that as two jobs for our purposes.)
ENTER <1> TO CONTINUE
===>

>C01A<
PRE-LOGIC:
If one or more jobs held in '92 (preloaded), goto C01E.

READALL 398

Have you held any full- or part-time job for pay at any time since February 1, 19[fill 92 (90 IF BPS:92 NON-RESPONDENT)]?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>C01C<
PRE-LOGIC:
If C01A=-7 goto C90A. If C01A=2 goto C70A.

EXIT 399

For each job you've held since February 1, 19[fill 92 OR 90], please tell me:

Who your employer was,
When you started the job,
When you ended the job (if applicable), and
How many hours you worked in a typical week.

```
EMPLOYMENT USER EXIT                                        EXIT        5007

 While NOT attending school, in a typical week on this job, how many hours
 did you work?
 ENTER A NUMBER BETWEEN 1 AND 50.  50 = "50 OR MORE".
 INTERVIEWER:  COLLECT INFORMATION ABOUT ALL JOBS R. HAS HELD FOR PAY AT ANY
 TIME SINCE FEBRUARY 1, 1992.
+---------------------------------------------------------------------------+
|              EMPLOYER                |START DATE|END DATE| # HOURS| # HOURS|
|                                      | MMM YY   |MMM* YY |   **   |  ***   |
|--------------------------------------+----------+--------+--------+--------|
| International Business Machines      |  JUN 90  | FEB 92 |   20   |   40   |
| Dairy Queen                          |  MAY 92  | AUG 92 |   10   |   40   |
| IBM                                  |  MAY 93  | JUN 94 |        |   40   |
|                                      |          |        |        |        |
|                                      |          |        |        |        |
+============================= LINE 03 OUT OF 03 ===========================+
        *   ENTER "N/A" FOR ENDING MONTH FOR CURRENT JOBS
        **  # HOURS WORKED WHILE ATTENDING SCHOOL
        *** # HOURS WORKED WHILE NOT ATTENDING SCHOOL
  USE ARROW KEYS TO MOVE TO DESIRED FIELD, READ QUESTION, THEN TYPE RESPONSE.
   PRESS F2 FOR HELP.  PRESS ALT-X WHEN DONE.  PRESS F12 FOR KEY DEFINITIONS.
```

```
Which of the following was your primary job for calendar year 1992?

INTERVIEWER:  USE THE UP AND DOWN ARROW KEYS TO SELECT R'S PRIMARY JOB, THEN
PRESS F1.  DK(-8) AND RE(-7) ARE NOT ALLOWED.  IF R. REFUSES, YOU MUST SELECT
THE PRIMARY JOB YOURSELF-- PRESS F2 FOR HELP WITH THIS.

 ================= JOBS HELD DURING CALENDAR YEAR 1992 ===========================
|                 EMPLOYER                 |START DATE|END DATE| # HOURS | # HOURS |
|------------------------------------------|----------|--------|---------|---------|
| International Business Machines          |  JUN 90  | FEB 92 |   20    |   40    |
| Dairy Queen                              |  MAY 92  | AUG 92 |   10    |   40    |
|                                          |          |        |         |         |
|                                          |          |        |         |         |
|                                          |          |        |         |         |
|                                          |          |        |         |         |
|                                          |          |        |         |         |
 ============================== LINE 01 OUT OF 02 ================================

        USE UP AND DOWN ARROW KEYS TO SELECT PRIMARY JOB, THEN PRESS F1.
          F2 = HELP,  F12 = KEY DEFINITIONS,  F6 = PREVIOUS SCREEN.
```

===>

>C02A<
PRE-LOGIC:
If no school/job overlap indicated in jobs user exit, goto C20A.

READALL 403

You've indicated that you held at least one job prior to your most recent enrollment date of [fill LAST ENROLLMENT DATE] 19[fill LAST ENROLLMENT YEAR]. While you were working then, did you consider yourself to be primarily a student or primarily an employee?

<1> PRIMARILY A STUDENT [goto C03A]
<2> PRIMARILY AN EMPLOYEE
<-7> REFUSE [goto C20A]
===>

>C02C<

READALL 404

Were you attending a postsecondary school/college to gain skills that would enable you to advance in your job?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>C02E<

READALL 405

Were you attending a postsecondary school/college to gain skills that would enable you to expand your career possibilities?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===> [goto C20A]

>C03A<
PRE-LOGIC:
REPEAT BLOCK (C03/C04/.../C17) for up to 15 jobs -- jobs applicable only if not a preload job AND considered self student AND job held on/before end of enrollment periods.
READALL 406
Was the job you started with [fill EMPLOYER NAME]
in [fill JOB START DATE] 19[fill JOB START YEAR] a co-op job or paid internship/apprenticeship?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>C03C<
READALL 407
How closely was that job with
[fill EMPLOYER NAME]
related to your planned area of study [r]at the time[n]?
<1> CLOSELY RELATED
<2> SOMEWHAT RELATED
<3> NOT RELATED
<-7> REFUSE
===>

>C03E<
READALL 408
Was this job on- or off-campus?
<1> ON-CAMPUS
<2> OFF-CAMPUS
<-7> REFUSE
===>

>C30A<
PRE-LOGIC:
REPEAT BLOCK (C20/30/40/50 -- C24/34/44/54) for primary job for each of '90, '91, '92, '93. Ask given block only if any jobs held that year.
Certain items not repeated if same job was primary for multiple years
(e.g., C30A not asked if C20A present and same job held for both years).
Skip C20/C30 blocks if job info collected in BPS:90/92.
For C30A: If employer same as prior year, goto C30G.
PARTALL 467
You told me earlier that your principal job in 1991 was with
[fill EMPLOYER NAME].
What kind of company or organization was this?

[r]INTERVIEWER: READ ALTERNATIVES AND FORCE A CHOICE, EVEN "OTHER".
"DK" IS NOT APPROPRIATE HERE.[n]
<1> private for-profit
<2> private not-for profit (non-profit)
<3> local government
<4> state government
<5> federal government
<6> self-employed in your own business, professional practice, or farm that is [r]not incorporated[n]
<7> self-employed in your own business, professional practice, or farm that is [r]incorporated[n]
<8> OTHER
<-8> DON'T KNOW <-7> REFUSE
===>

>C30B<
PRE-LOGIC:
If C30A^=8 goto C30C.

ACTION 468

(SPECIFY BELOW ... UP TO 35 CHARACTERS; DO NOT GO BEYOND ASTERISKS)

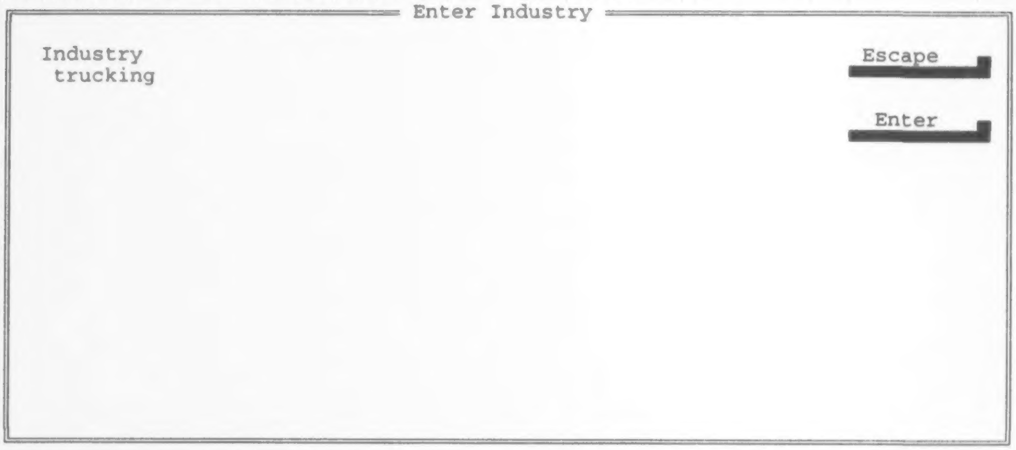
****

===>

>C30C<

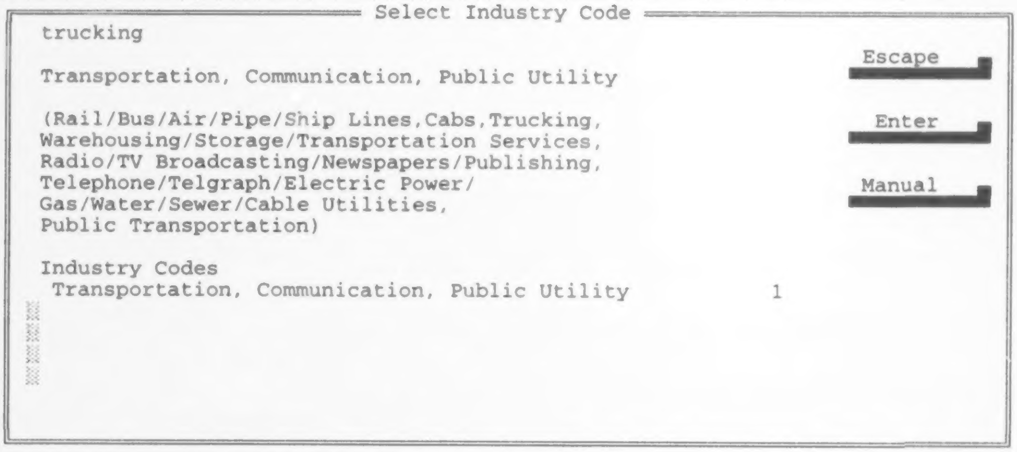
EXIT 469

For your 1991 job with [fill EMPLOYER NAME], please tell me the specific type of industry and your specific occupation.



Enter Industry

Industry
trucking



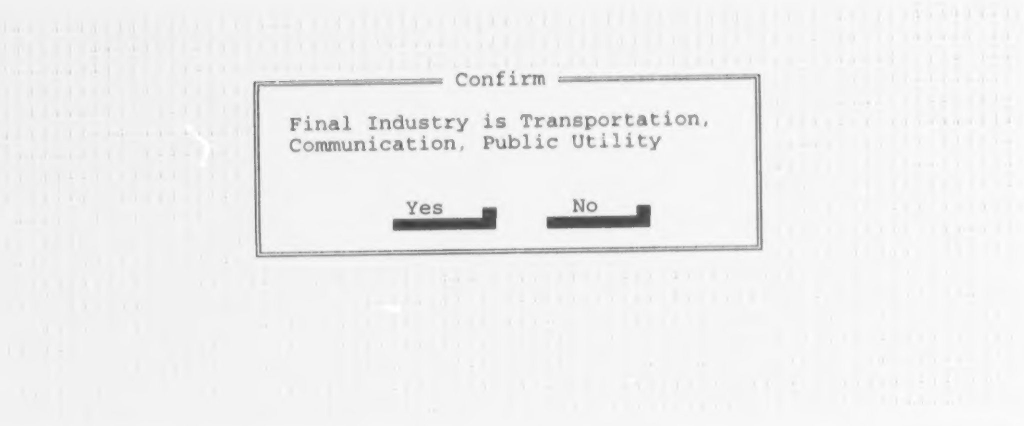
Select Industry Code

trucking

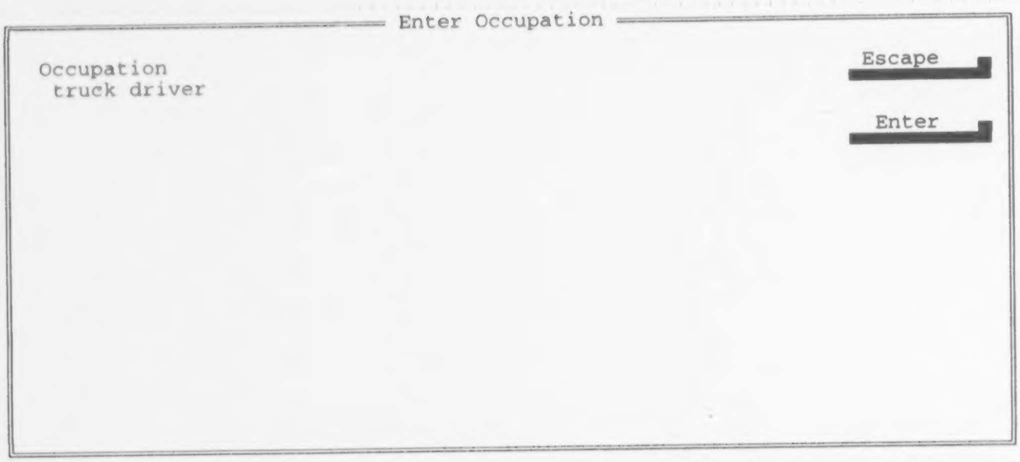
Transportation, Communication, Public Utility

(Rail/Bus/Air/Pipe/Ship Lines,Cabs,Trucking,
Warehousing/Storage/Transportation Services,
Radio/TV Broadcasting/Newspapers/Publishing,
Telephone/Telgraph/Electric Power/
Gas/Water/Sewer/Cable Utilities,
Public Transportation)

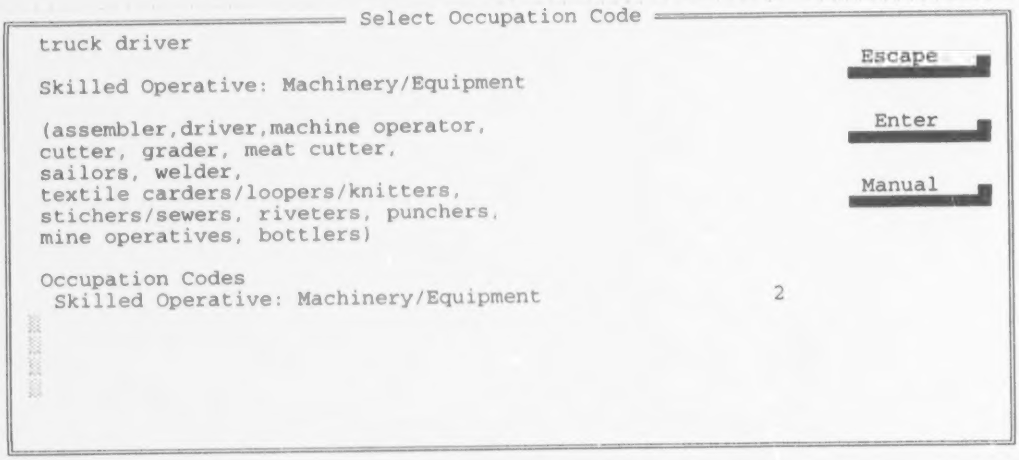
Industry Codes
Transportation, Communication, Public Utility 1


Confirm
Yes
No

Final Industry is Transportation,
Communication, Public Utility


Enter Occupation
Escape
Enter

Occupation
truck driver

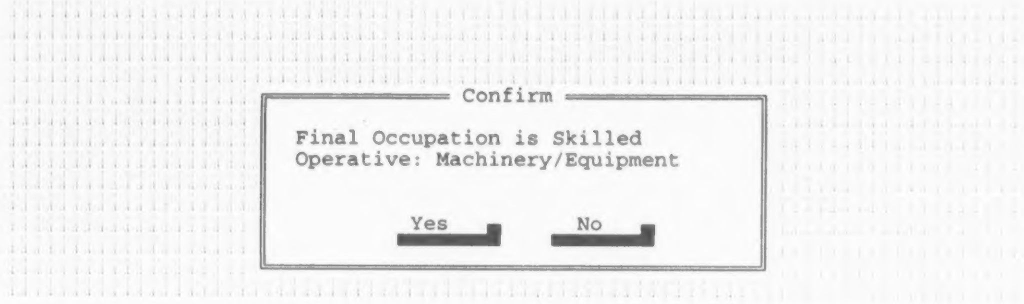

Select Occupation Code
Escape
Enter
Manual

truck driver

Skilled Operative: Machinery/Equipment

(assembler,driver,machine operator,
cutter, grader, meat cutter,
sailors, welder,
textile carders/loopers/knitters,
stichers/sewers, riveters, punchers,
mine operatives, bottlers)

Occupation Codes
Skilled Operative: Machinery/Equipment 2

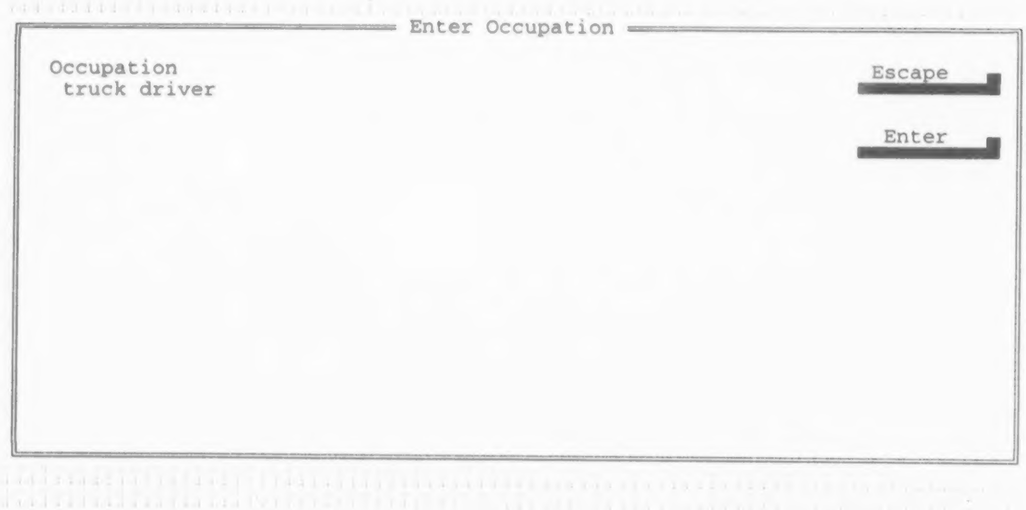


Final Occupation is Skilled
Operative: Machinery/Equipment

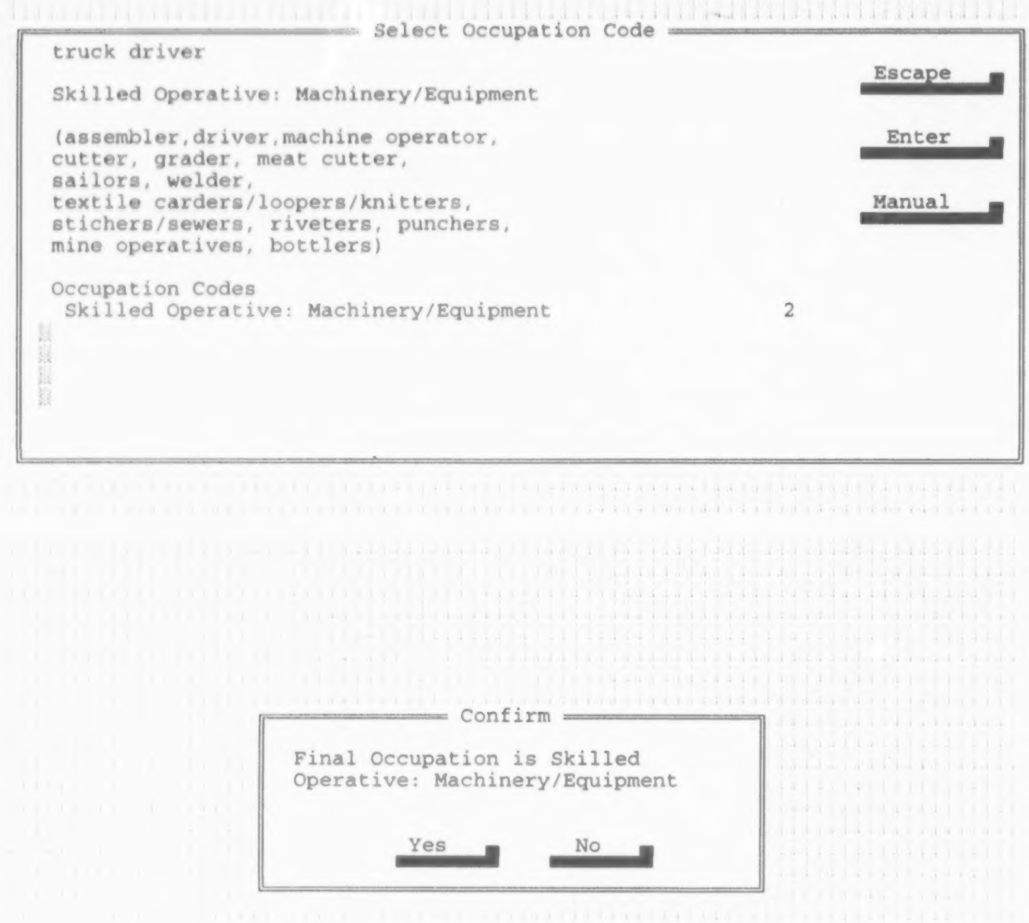
===>

>C30G<
PRE-LOGIC:
If C30C non-blank goto C31A (already collected ind/occ info in C30C).
READALL 471
Since we have spoken previously about your employment with
[fill EMPLOYER NAME],
was your 1991 job/occupation with this company/organization the same
as the previous one we discussed?
<1> JOB THE SAME AS LAST REPORTED ONE
<2> JOB NOT THE SAME AS LAST REPORTED ONE
<-7> REFUSE
===>

>C30I<
PRE-LOGIC:
If C30G^=2 goto C31A (current year occupation same as prior year occupation).
EXIT 472
What was your specific new job/occupation in your 1991 employment with
[fill EMPLOYER NAME]?



Occupation
truck driver



Select Occupation Code

truck driver

Skilled Operative: Machinery/Equipment

(assembler,driver,machine operator,
cutter, grader, meat cutter,
sailors, welder,
textile carders/loopers/knitters,
stichers/sewers, riveters, punchers,
mine operatives, bottlers)

Occupation Codes
Skilled Operative: Machinery/Equipment 2

Confirm

Final Occupation is Skilled Operative: Machinery/Equipment

===>

>C31A<
PRE-LOGIC:
If C02A=1 (student) and job not held after end of enrollment terms, goto next repeat block.

READALL 474

How closely was your 1991 [fill "new" IF SAME EMPLOYER, DIFFERENT JOB] job with
[fill EMPLOYER NAME]
related to your major field of postsecondary study?

[r]INTERVIEWER: DO NOT READ RESPONSE OPTIONS UNLESS NEEDED AS PROBES OR FOR CLARIFICATION. PROBE FOR HOW CLOSELY IF R. DOES NOT VOLUNTEER A CODEABLE ANSWER IN HIS/HER OPEN-ENDED RESPONSE.[n]
<1> CLOSELY RELATED
<2> SOMEWHAT RELATED
<3> NOT RELATED
<-7> REFUSE
===>

>C31C<
PRE-LOGIC:
If C31A^=1 and C31A^=2 goto C32A (not related so skip questions).
READALL 475
Please tell me which of the following statements apply to your 1991
[fill "new" IF APPLICABLE] job with
[fill EMPLOYER NAME].
[r]INTERVIEWER: READ EACH LINE AND "TOGGLE" TO "YES" IF IT APPLIES[n]
*
a. I was able to apply most of what I learned in school. [n] [r]*[n]*
b. The job was different from my education or training. [n] [r]*[n]*
c. I was able to use tools, equipment or skills I was
trained for. [n] [r]*[n]*
d. I could have gotten this job without my education
or training. [n] [r]*[n]*

<1> YES <2> NO <-7> REFUSE [r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER[n]
===>

>C31F<
ACTION 476
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e>
===>

>C31H<
ACTION 477
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto C31C]

>C31I<
ACTION 478
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto C31C]

>C31M<
ACTION 479
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto C31C]

>C32A<
PRE-LOGIC:
If C31A^=3 OR no degree received, goto C33A [only ask question if degree
received AND job not related to degree].
READALL 480
You indicated before that your 1991 * job with
[fill EMPLOYER NAME]
was not related to your major field of study. What was the [r]main[n]
reason for taking it?

[r]INTERVIEWER: DON'T READ OPTIONS UNLESS NEEDED AS PROMPTS.[n]
<1> COULD NOT FIND JOB IN FIELD AND/OR NEEDED THE MONEY
<2> BETTER OPPORTUNITY FOR ADVANCEMENT
<3> CURIOUS ABOUT THIS TYPE OF WORK
<4> PAY, HOURS, BENEFITS AND/OR ENVIRONMENT WERE BETTER
<5> HAD JOB ALREADY AND WANTED TO KEEP IT
<6> DID NOT CARE ABOUT WORKING IN FIELD OF STUDY
<7> OTHER (SPECIFY)
<-7> REFUSE
===>

```
>C32C<
PRE-LOGIC:
If C32A^=7 goto C33A.
                              ACTION    481
(SPECIFY BELOW ... UP TO 35 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
  ***********************************
===>

>C33B<
PRE-LOGIC:
Only ask once per employer (don't ask repeatedly if same job is primary for
multiple years).
                              READALL    482
What kinds of things did you do to find your 1991 job with
[fill EMPLOYER NAME]?
[r]INTERVIEWER: DON'T READ OPTS. UNLESS NEEDED AS PROMPTS. TOGGLE.[n]
 * <1> SENT OUT RESUMES; SUBMITTED APPLICATION;
   ADVERTISED CREDENTIALS                    [r]*[n]*
 <2> WENT TO CAMPUS JOB PLACEMENT OFFICE              [r]*[n]*
 <3> LOOKED THROUGH WANT ADS                 [r]*[n]*
 <4> ASKED FAMILY, FRIENDS, OR FACULTY           [r]*[n]*
 <5> ASKED FOR INTERVIEW/APPLICATION TO EXPLORE OPPORTUNITIES [r]*[n]*
 <6> ATTENDED RECRUITING FAIRS OR PROFESSIONAL MEETINGS     [r]*[n]*
 <7> VOLUNTEER EXPERIENCE LED TO JOB             [r]*[n]*
 <8> CO-OP OR INTERNSHIP LED TO JOB            [r]*[n]*
 <9> WENT TO UNEMPLOYMENT OFFICE               [r]*[n]*
<10> CONTACTED EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER      [r]*[n]*
<11> [fill OTHER, SPECIFY TEXT]          [r]*[n]*
<12> DID NOTHING                           [r]*[n]*
[r]<99> ALL DONE[n]
===>

>C33E<
                              ACTION    483
(SPECIFY BELOW ... UP TO 40 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
  ****************************************
===>  [goto C33B]

>C33G<
                              ACTION    484
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]
ENTER <1> TO CONTINUE
===>  [goto C33B]

>C34A<
                              READALL    485
Was additional education or training required for you to advance beyond your
1991 * job with [fill EMPLOYER NAME]?
 <1> YES
 <2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>C60A<
PRE-LOGIC:
REPEAT BLOCK: C60/61('90) C62/63('91) C64/65('92) C66/67('93). Primary job
for each of listed years. Only ask if job held during that year AND
(considered self primarily employee OR job held on/after end of enrollment).
```

READALL 524
[r]Since February 1990[n], during the entire time you worked for
[fill EMPLOYER NAME],
did you participate in any education or training program [r]provided[n]
by them (other than routine on-the-job training)?

(This includes not only training [r]conducted by the employer[n] but also
that [r]paid for[n] by the employer {e.g., tuition for courses at a
local school} or [r]arranged by the employer[n] {e.g., bringing in a
private training firm or sending employee for a course at another location}.)
[r]INTERVIEWER: INCLUDE MILITARY SCHOOLS, BUT DO NOT INCLUDE HELP
TOWARD REGULAR COLLEGE DEGREES, WHICH IS A FORM OF AID IN "B."[n]
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>C60C<
PRE-LOGIC:
If C60A^=1 goto next repeat block (C62A).
READALL 525
Were [r]any[n] of the education or training programs you took at
[fill EMPLOYER NAME]
one of the following types?

[r]INTERVIEWER: READ OPTIONS AND "TOGGLE" TO "YES" IF APPLICABLE.[n]
*
a. formal registered apprenticeship, sponsored by the state
or a labor union [n] [r]*[n] *
b. employer provided job training during working hours on
premises [n] [r]*[n] *
c. payment for job-related education/training at an educational
institution or training center during working hours [n] [r]*[n] *
d. payment for job-related education/training at an educational
institution or training center outside of working hours [n] [r]*[n] *

<1> YES <2> NO <-7> REFUSE [r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER[n]
===>

>C60F<
ACTION 526
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d>
===>

>C60H<
ACTION 527
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto C60C]

>C60I<
ACTION 528
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto C60C]

>C60M<
ACTION 529
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto C60C]

```
>C61A<
                                        READALL    530
What general topics were covered in your education/training
provided by [fill EMPLOYER NAME]?

[r]INTERVIEWER: DON'T READ OPTIONS UNLESS NEEDED AS PROMPTS.  TOGGLE
RESPONSES INTO ALL THAT APPLY.  IF "OTHER" YOU WILL HAVE TO SPECIFY[n]
   [r]CODE ALL THAT APPLY:[n]
                                     REQ/OPT(R=1;O=2)*
<1> EXECUTIVE/MANAGEMENT/SUPERVISORY SKILL DEVELOPMENT  [r]*[n] **
<2> TECHNICAL SKILL/TRADE/JOB PERFORMANCE IMPROVEMENT   [r]*[n] **
<3> NEW SKILLS; PROFESSIONAL DEVELOPMENT              [r]*[n] **
<4> JOB HEALTH AND/OR SAFETY                    [r]*[n] **
<5> [fill OTHER, SPECIFY TEXT]          [r]*[n] **
[r]<99> ALL DONE[n]
===>

>C61D<
PRE-LOGIC:
Asked only if C61A=5.
                                        ACTION     531
(SPECIFY BELOW ... UP TO 40 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
   ****************************************
===>  [goto C61O]

>C61E<
                                        ACTION     532
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]
ENTER <1> TO CONTINUE
===>  [goto C61A]

>C61F<
PRE-LOGIC:
Asked only if C61A=1 -- yes for given type of training.
                                        READALL    533
Was this training [r]<1> required[n] or [r]<2> optional[n]?  (<-7> REFUSE)
===>  [goto C61A]

>C61G<
PRE-LOGIC:
Asked only if C61A=2 -- yes for given type of training.
                                        READALL    534
Was this training [r]<1> required[n] or [r]<2> optional[n]?  (<-7> REFUSE)
===>  [goto C61A]

>C61H<
PRE-LOGIC:
Asked only if C61A=3 -- yes for given type of training.
                                        READALL    535
Was this training [r]<1> required[n] or [r]<2> optional[n]?  (<-7> REFUSE)
===>  [goto C61A]

>C61I<
PRE-LOGIC:
Asked only if C61A=4 -- yes for given type of training.
                                        READALL    536
Was this training [r]<1> required[n] or [r]<2> optional[n]?  (<-7> REFUSE)
===>  [goto C61A]
```

>C61O<
PRE-LOGIC:
Asked only if C61A=5 -- yes for given type of training.
READALL 537
Was this training [r]<1> required[n] or [r]<2> optional[n]? (<-7> REFUSE)
===> [goto C61A]

>C68A<
PRE-LOGIC:
Asked if C02A^=1 (primarily employee) or job held on/after end of enrollment.
Asked of most recent primary job.
READALL 580
Were you satisfied or dissatisfied with your latest or last job with
[fill MOST RECENT EMPLOYER NAME]
in the following areas?

[r]INTERVIEWER: READ HIGHLIGHTED RESPONSE OPTION AND ENTER APPROPRIATE RESPONSE. ENTER 99 WHEN DONE.[n]
*
a. Pay and fringe benefits [n] [r]*[n]*
b. Opportunity for promotion [n] [r]*[n]*
c. Job security and permanence [n] [r]*[n]*
d. Opportunity for further education [n] [r]*[n]*
e. Importance of work [n] [r]*[n]*
f. Difficulty and challenge of work [n] [r]*[n]*
g. Overall satisfaction with job [n] [r]*[n]*

<1> SATISFIED <2> DISSATISFIED <-7> REFUSE <-8> DON'T KNOW
[r]<99> ALL DONE[n] [goto C68G] [r] <20> CHANGE ANSWER [n] [goto C68C]
===>

>C68C<
ACTION 581
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e><F,f><G,g>
===>

>C68E<
ACTION 582
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto C68A]

>C68F<
ACTION 583
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto C68A]

>C68H<
ACTION 584
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto C68A]

>C70A<
PRE-LOGIC:
REPEAT BLOCK (C70/71/.../77) for up to 8 unemployment periods as determined in jobs user exit.
READALL 585
According to what you have told us, you were not working for pay
during the period from [fill UNEMPLOYMENT START DATE] 19[fill UMEMPLOYMENT START YEAR] to
[fill UNEMPLOYMENT END DATE] 19[fill UNEMPLOYMENT END YEAR]. Is that correct?

[r]INTERVIEWER: BE SURE TO PROBE FOR TYPE OF "INCORRECT" RESPONSE, AND ENTER IT APPROPRIATELY BELOW.[n]
<1> INFORMATION CORRECT
<2> INCORRECT, BUT UNEMPLOYED DURING PART OF SPECIFIED PERIOD
<3> INCORRECT. WORKING DURING ENTIRE PERIOD
<-8> DON'T KNOW <-7> REFUSE
===>

>C70C<
PRE-LOGIC:
If C70A=3 or C70A=-7 goto next unemployment block until finished.
READALL 586
Were you holding a job but on temporary layoff during this [r]entire[n] period?

(Period from [fill START DATE] [fill START YEAR] to [fill END DATE] [fill END YEAR].)
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>C70D<
PRE-LOGIC:
If C70C=1 goto next unemployment block until finished.
READALL 587
Were you holding a job and waiting to report to work
during this [r]entire[n] period?

(Period from [fill START DATE] [fill START YEAR] to [fill END DATE] [fill END YEAR].)
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>C70E<
PRE-LOGIC:
If C70D=1 goto next unemployment block until finished.
READALL 588
Were you [r]actively[n] seeking work during [r]any[n] part of this
period when you were not working?

(Period from [fill START DATE] [fill START YEAR] to [fill END DATE] [fill END YEAR].)
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>C70G<
PRE-LOGIC:
If C70E^=1 goto next unemployment block until finished.
READALL 589
Did you receive any unemployment compensation [r]at any time[n]
during this period when you were not working?

(Period from [fill START DATE] [fill START YEAR] to [fill END DATE] [fill END YEAR].)
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>C90A<

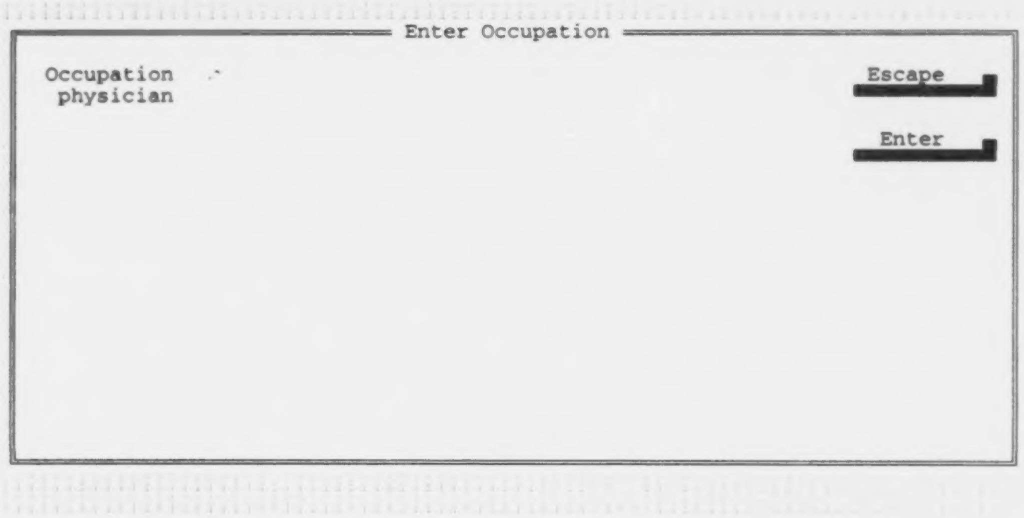
READALL 625

Five years from now (in 1999), do you intend to be working [r]for pay[n]?
(If you are not sure of the answer, please give your best estimate.)
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

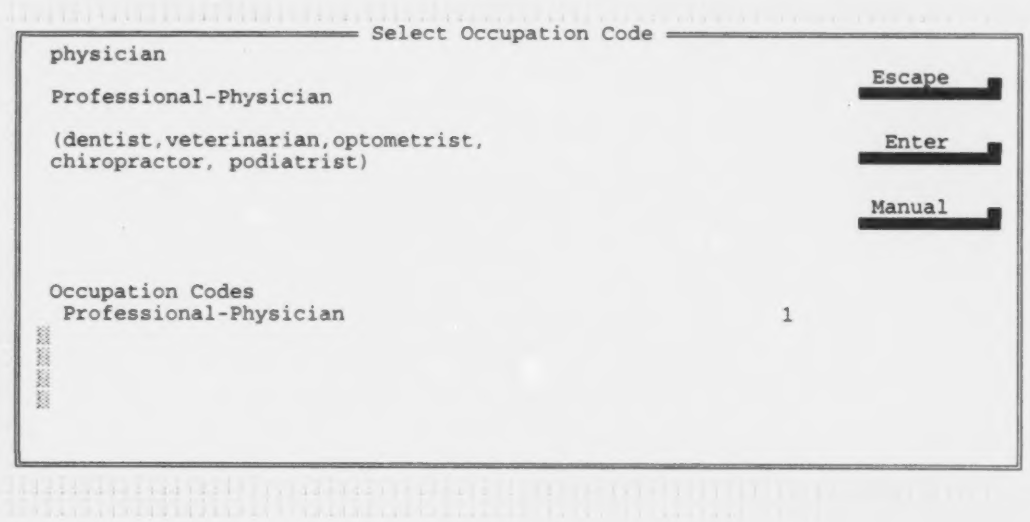
>C90C<
PRE-LOGIC:
If C90A^=1 goto C92A.

EXIT 626

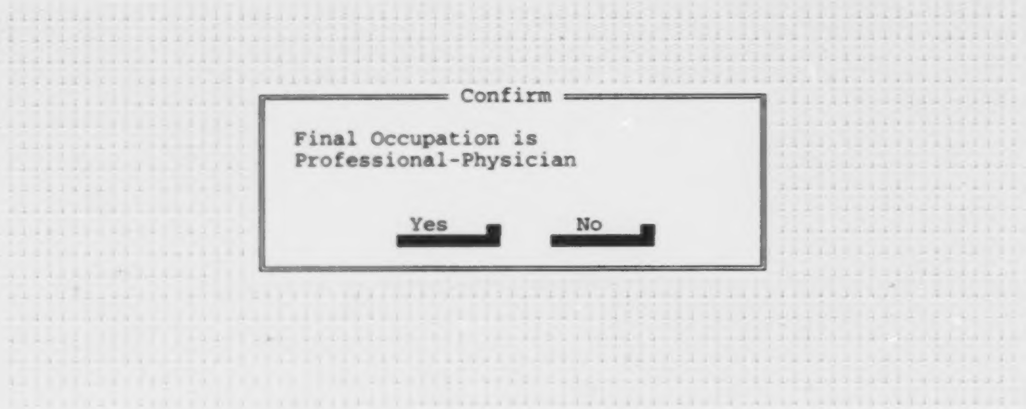
What type of job or occupation do you plan to have five years from now?
If you're not sure, please provide your best estimate.
(Examples of occupations include: salesperson, teacher, assembler, carpenter, banker, and shift supervisor.)


Enter Occupation
Escape
Enter

```
Occupation
 physician
```


Select Occupation Code
Escape
Enter
Manual

```
physician

Professional-Physician

(dentist,veterinarian,optometrist,
chiropractor, podiatrist)

Occupation Codes
 Professional-Physician                               1
```


Confirm

Final Occupation is
Professional-Physician

===>

>C92A<

READALL 628

In determining the kind of work you plan to be doing for most of your
life, how important are each of the following [r]general[n] factors?
Please answer: very important, somewhat important, or not important.

[r]INTERVIEWER: READ EACH FACTOR AS IT IS HIGHLIGHTED, AND ENTER
APPROPRIATE RESPONSE. ENTER 99 TO EXIT SCREEN.[n]
*

a. Previous work experience in that field of work [n][r]*[n]*
b. Work that seems important and interesting to you [n][r]*[n]*
c. Freedom to make your own decisions [n][r]*[n]*
d. Work where most problems are quite difficult & challenging [n][r]*[n]*
e. Work with increasing responsibilities over time [n][r]*[n]*

<1> VERY IMPORTANT <2> SOMEWHAT IMPORTANT <3> NOT IMPORTANT <-7> REFUSE
[r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto C92F]
===>

>C92F<

ACTION 629

CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e>
===>

>C92H<

ACTION 630

YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto C92A]

>C92I<

ACTION 631

PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto C92A]

>C92M<

ACTION 632

NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto C92A]

>C93A<

READALL 633

How important are each of the following [r]incentive[n] factors?
(in determining the kind of work you plan to be doing for most of your life)
(Please answer: very important, somewhat important, or not important.)

[r]INTERVIEWER: READ EACH FACTOR AS IT IS HIGHLIGHTED, AND ENTER APPROPRIATE RESPONSE. ENTER 99 TO EXIT SCREEN.[n]
*

a. Good income	[n][r]*[n]*
b. Job security and permanence	[n][r]*[n]*
c. Opportunity for promotion	[n][r]*[n]*
d. Education or training benefits	[n][r]*[n]*
e. Other fringe benefits	[n][r]*[n]*

<1> VERY IMPORTANT <2> SOMEWHAT IMPORTANT <3> NOT IMPORTANT <-7> REFUSE
[r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto C93F]
===>

>C93F<

ACTION 634

CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e>
===>

>C93H<

ACTION 635

YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto C93A]

>C93I<

ACTION 636

PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto C93A]

>C93M<

ACTION 637

NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto C93A]

Section D: Other Education or Training

```
>D001<
                                        READALL    638
Other than the educational programs we've already discussed, have you
participated in any other educational program since February 1, 1992?
This includes everything from aerobics to word processing.
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO
<-7> REFUSE
===>

>D01B<
PRE-LOGIC:
If D001^=1 goto E001.
                                        READALL    639
Thinking of all of the other educational programs or courses in which
you've participated, were any of them:

[r]INTERVIEWER: NOTE THAT THIS IS ANOTHER "TOGGLE" ITEM, WITH ALL ANSWERS
INITIALLY SET TO "NO." ANY SPECIFIC COURSE/PROGRAM SHOULD BE CODED IN ONLY
ONE CATEGORY.[n]
   [r]CODE ALL THAT APPLY:[n]
                                     JOB-REL.(Y=1;N=2)*
 <1> non-credit courses or activities in a regular
     school or college                      [r]*[n] **
 <2> correspondence courses                  [r]*[n] **
 <3> courses given by a community group, labor
     organization, or church                 [r]*[n] **
 <4> courses or instruction from a private company or
     instructor                            [r]*[n] **
 <5> courses by television, radio, or newspaper     [r]*[n] **
 <6> programs or courses sponsored by federal, state,
     or local government                    [r]*[n] **
<99> [r]ALL DONE[n]
===>

>D01E<
                                        ACTION     640
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]
ENTER <1> TO CONTINUE
===>  [goto D01B]

>D01F<
PRE-LOGIC:
Asked only if D01B=1 (yes to type of training).
                                        READALL    641
Was this training (education) job-related?
<1> YES  <2> NO  <-8> DON'T KNOW  <-7> REFUSE
===>  [goto D01B]

>D01G<
PRE-LOGIC:
Asked only if D01B=2 (yes to type of training).
                                        READALL    642
Was this training (education) job-related?
<1> YES  <2> NO  <-8> DON'T KNOW  <-7> REFUSE
===>  [goto D01B]
```

>D01H<
PRE-LOGIC:
Asked only if D01B=3 (yes to type of training).
READALL 643
Was this training (education) job-related?
<1> YES <2> NO <-8> DON'T KNOW <-7> REFUSE
===> [goto D01B]

>D01I<
PRE-LOGIC:
Asked only if D01B=4 (yes to type of training).
READALL 644
Was this training (education) job-related?
<1> YES <2> NO <-8> DON'T KNOW <-7> REFUSE
===> [goto D01B]

>D01J<
PRE-LOGIC:
Asked only if D01B=5 (yes to type of training).
READALL 645
Was this training (education) job-related?
<1> YES <2> NO <-8> DON'T KNOW <-7> REFUSE
===> [goto D01B]

>D01K<
PRE-LOGIC:
Asked only if D01B=6 (yes to type of training).
READALL 646
Was this training (education) job-related?
<1> YES <2> NO <-8> DON'T KNOW <-7> REFUSE
===> [goto D01B]

>D02G<
PRE-LOGIC:
Ask only if any of other training/educ was job-related.
If none job-related, goto E001.
READALL 647
Since February 1992, how many total months did you participate in
job-related training or education?

[r]INTERVIEWER: YOU MAY NEED TO CONVERT FROM DAYS OR WEEKS TO[n]
[r]MONTHS. IF LESS THAN A MONTH, ENTER 1.[n]
<1> 1 MONTH OR LESS
<2-30> NUMBER OF MONTHS
<-8> DON'T KNOW
<-7> REFUSE
===>

>D02H<
READALL 648
Was any of this training (education) required by your employer, or prospective
employer, at the time you participated?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>D02I<

READALL 649

Did you complete any of the job-related training (education)?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>D02J<

READALL 650

Are you currently still participating in any job-related training (education)?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

Section E: Family and Demographics

>E001<
READALL 657
The next few questions are about your living arrangements and marital status.
ENTER <1> TO CONTINUE
===>

>E01A<
PRE-LOGIC:
If no NPSAS:90 marital status available goto E01C.
READALL 658
My records show that, as of February 1990,
you were [fill MARITAL STATUS]. Is that correct?

[r]INTERVIEWER: IT IS VERY IMPORTANT TO DIFFERENTIATE BETWEEN SINGLE, NEVER MARRIED AND DIVORCED, LEGALLY SEPARATED, OR WIDOWED. ALSO NOTE THAT THE "LIVING AS MARRIED" CATEGORY IS FOR THOSE NOT MARRIED BEFORE. IF R. SAYS HE/SHE WAS "LIVING AS MARRIED" BUT HAD BEEN MARRIED PREVIOUSLY (NOT A CATEGORY HERE), ENTER "NO" HERE. WE WILL PICK UP THE "LIVING AS MARRIED, PREVIOUSLY MARRIED" CATEGORY IN THE UX[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>E01C<
PRE-LOGIC:
If E01A=1 goto E01E. If E01A=-7 goto E02A.
READALL 659
What was your marital status during the first week of February 1990
(four years ago)? Were you ...?

[r]INTERVIEWER: READ THESE RESPONSE ALTERNATIVES TO MAKE SURE THAT R. KNOWS WHAT THE OPTIONS ARE. IT IS IMPORTANT TO DISTINGUISH BETWEEN THE SEVERAL CATEGORIES; IN PARTICULAR THE "SINGLE NEVER MARRIED" CATEGORY IS CONDITIONAL ON NEVER HAVING BEEN MARRIED! SEE HELP.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> single, never married
<2> single, but living as married
<3> married
<4> separated
<5> divorced
<6> widowed
<-7> REFUSE
===>

>E01E<
EXIT 660
Now I need to ask you about any changes in your marital status since
February 1990.

```
MARITAL HISTORY USER EXIT                                       EXIT        5010

 Did you marry or live as married with someone since February, 1990?
  1 = MARRIED,  2 = LIVED AS MARRIED,  9 = NO CHANGE,  F4 = REFUSE
 INTERVIEWER:  THE GRID BELOW WILL BE FILLED IN AUTOMATICALLY AS YOU TYPE
 EACH RESPONSE.  THE GRID SHOWS THE RESPONDENT'S MARITAL HISTORY SINCE
 FEBRUARY, 1990.  YOU MAY USE THE ARROW KEYS AND TAB TO MOVE TO A PREVIOUS
```

```
FIELD AND MAKE A CHANGE.  BUT BEWARE -- IF YOU CHANGE THE MARITAL STATUS
THE REMAINDER OF THE FORM WILL BE BLANKED OUT (TO ENSURE CONSISTENCY) AND
YOU WILL HAVE TO RE-ENTER THAT PORTION OF THE MARITAL HISTORY.
            +--------------------------------------------+---------+
            |              MARITAL STATUS                |  DATE   |
            |                                            | MMM YY  |
            +--------------------------------------------+---------+
            |SINGLE, NEVER MARRIED, NOT LIVING AS MARRIED| FEB 90  |
            |                                            |         |
            |                                            |         |
            |                                            |         |
            |                                            |         |
            +--------------------------------------------+---------+
  USE ARROW KEYS TO MOVE TO DESIRED FIELD, READ QUESTION, THEN TYPE RESPONSE.
    PRESS F2 FOR HELP.  PRESS ALT-X WHEN DONE.  PRESS F12 FOR KEY DEFINITIONS.
===>
```

>E02A<
PRE-LOGIC:
If no preload info re: children goto E02B.
READALL 662
When we last spoke, you told us you had [fill NUMBER] child(ren),
[r]including adopted and step-children[n]; has this changed?

[r]INTERVIEWER: IF CHANGED, FIND OUT WHETHER R. HAS MORE OR FEWER[n]
[r]CHILDREN THAN BEFORE.[n]
<1> YES, HAVE MORE CHILDREN [goto E02E]
<2> YES, HAVE FEWER CHILDREN [goto E02C]
<3> NO CHANGE
<-7> REFUSE
===>
POST-LOGIC:
If no children or E02A=-7 goto E04A. Else, if E02A=3 goto E02G.

>E02B<
READALL 663
Do you have any children, [r]including adopted children and step[n]
[r]children[n]?

[r]INTERVIEWER: IF R. HAS PROVIDED ANSWER IN PRIOR CONVERSATIONS,[n]
[r]SIMPLY VERIFY HERE.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>
POST-LOGIC:
If E02B^=1 goto E04A. Else goto E02E.

>E02C<
ACTION 664
[r]INTERVIEWER: YOU REACHED THIS SCREEN BECAUSE YOU SAID R. NOW HAS[n]
[r]FEWER CHILDREN THAN BEFORE. BASED ON YOUR CONVERSATION WITH R.[n]
[r]SO FAR OR A GENTLE PROBE AS TO "WHY," ANSWER ONE OF THE[n]
[r]FOLLOWING.[n]
<1> PRELOADED NUMBER OF CHILDREN IN ERROR
<2> CHILD(REN) DIED OR LEFT FAMILY
<3> ENTERED "FEWER CHILDREN" IN ERROR
===>
POST-LOGIC:
If no children, goto E04A.

>E02E<

READALL 665

How many children do you have, [r]including adopted children and[n]
[r]step children[n]?

[r]INTERVIEWER: IF R. HAS PROVIDED ANSWER IN PRIOR CONVERSATIONS,[n]
[r]SIMPLY VERIFY HERE.[n]
<1-6>
<7-9>
<10> 10 OR MORE CHILDREN
<0> NONE (NO CHILDREN)
<-7> REFUSE
===>

POST-LOGIC:
If E02E<=0 goto E04A. Else if E02E<7 goto E02G.

>E02F<

ACTION 666

[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE. PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>E02G<

READALL 667

Are any of your children either step children or adopted?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>E02I<

PRE-LOGIC:
If preload birthdates present for all children and none were adopted, goto E04A.
Else collect information in user exit.

EXIT 668

I would now like to verify information about your childrens'
birthdates [fill EXTRA TEXT IF ANY ADOPTED].

```
CHILDREN USER EXIT                                              EXIT        5011

 INTERVIEWER: COLLECT CHILDREN'S BIRTHDATES AND WHEN ADOPTED/STEP-CHILDREN
 BEGAN LIVING WITH RESPONDENT.  THE GRID BELOW MAY BE PARTIALLY COMPLETED WHEN
 YOU START.  VERIFY THIS INFORMATION AND COLLECT ADDITIONAL BIRTH DATES, ETC.
 UNTIL YOU HAVE COLLECTED ALL REQUIRED INFORMATION FOR ALL CHILDREN.

                      COLLECTING DATA FOR 3 CHILDREN
        ╔════════════╤═════════════════════╤══════════════════════════════╗
        ║ BIRTH DATE │ ADOPTED OR STEPCHILD │ DATE STARTED LIVING WITH YOU ║
        ║   MMM YY   │   1 = YES    2 = NO  │           MMM YY             ║
        ╟────────────┼─────────────────────┼──────────────────────────────╢
        ║   MAR 82   │          2          │           --- --             ║
        ║   OCT 86   │          1          │           JAN 90             ║
        ║            │                     │                              ║
        ║            │                     │                              ║
        ╚════════════╧═════════════════════╧══════════════════════════════╝
              USE ARROW KEYS & TAB TO MOVE, DEL TO DELETE A LINE.
   PRESS F2 FOR HELP.  PRESS ALT-X WHEN DONE.  PRESS F12 FOR KEY DEFINITIONS.
===>
```

>E04A<

PARTALL 670

During the first week of February of this year (1994), in what type of housing did you live? (Was it ...)

[r]INTERVIEWER: READ CHOICES IF NECESSARY FOR PROMPTS OR EXAMPLES.[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]

<1> school-provided housing
<2> sorority/fraternity house
<3> own apartment or house (not parents' house)
<4> employer-provided housing (including military)
<5> parents' or guardians' house or apartment
<6> other relatives' (other than parents, spouse, or children) house or apartment
<7> OTHER
<-7> REFUSE
===>

>E04C<

PRE-LOGIC:

If E04A=-7 goto E05C.

READALL 671

Did you live alone, or with a roommate or others, at that time?

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]

<1> ALONE
<2> WITH OTHERS
<-7> REFUSE [goto E05C]
===>

>E04E<

PRE-LOGIC:

If E04C=1 goto E05C.

EXIT 672

Who lived with you at that time? Please include all others who lived in the household (dorm room/fraternity room) with you such as mother, father, friends, etc.

(I do not need to know names; only the number of each type.)

LIVED-WITH USER EXIT EXIT 5012

INTERVIEWER: COLLECT INFORMATION ABOUT WHO R. LIVED WITH DURING THE FIRST WEEK OF FEBRUARY THIS YEAR (1994). INCLUDE ALL OTHERS WHO LIVED IN THE HOUSEHOLD/DORM ROOM/FRATERNITY ROOM. IF R. LIVED IN A DORMITORY, OR FRATERNITY OR SORORITY HOUSE, WE ARE ONLY INTERESTED IN WHO LIVED IN THE SAME ROOM WITH R. PROMPT FOR "ANY OTHERS?" AS APPROPRIATE.

PERSON(S)	LIVED WITH? 1=YES 2=NO	NUMBER
FATHER	1	1
OTHER MALE GUARDIAN	2	--
MOTHER	1	1
OTHER FEMALE GUARDIAN	2	--
BROTHERS AND/OR SISTERS	1	1
GRANDPARENTS	2	--
HUSBAND OR WIFE	NA	NA
YOUR OWN CHILDREN	2	--
OTHER RELATIVES	2	--
OTHER NON-FAMILY "FRIENDS"	2	--

NA = "NOT APPLICABLE"

(BASED ON MARITAL STATUS, NUMBER OF CHILDREN, AND WHERE THE RESPONDENT LIVED)

USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
PRESS F2 FOR HELP. PRESS ALT-X WHEN DONE. PRESS F12 FOR KEY DEFINITIONS.
===>

>E05C<
READALL 674
Do you have any functional limitations, disabilities, or handicaps?

[r]INTERVIEWER: EXAMPLES OF FUNCTIONAL LIMITATIONS ARE: HEARING[n]
[r]IMPAIRMENT, SPEECH IMPAIRMENT, ORTHOPEDIC IMPAIRMENT,[n]
[r]LEARNING DISABILITY, VISUAL IMPAIRMENT (UNCORRECTABLE WITH[n]
[r]LENSES), OR OTHER PHYSICAL/MENTAL/EMOTIONAL DISABILITY.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>E05G<
PRE-LOGIC:
If E05C^=1 goto E06A.
READALL 675
What functional limitations or disabilities do you have?
[r]INTERVIEWER: THIS IS A TOGGLE SCREEN.[n]
[r]CODE ALL THAT APPLY:[n] *
<1> HEARING IMPAIRMENT [r]*[n] *
<2> SPEECH DISABILITY OR LIMITATION [r]*[n] *
<3> ORTHOPEDIC OR MOBILITY LIMITATION [r]*[n] *
<4> LEARNING DISABILITY [r]*[n] *
<5> VISUAL IMPAIRMENT NOT CORRECTABLE WITH
GLASSES, OR LEGALLY BLIND [r]*[n] *
<6> ANY OTHER LIMITATION OR DISABILITY [r]*[n] *
[r]<99> ALL DONE[n]
===>

>E05I<
ACTION 676
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]
ENTER <1> TO CONTINUE
===> [goto E05G]

>E06A<
PRE-LOGIC:
If no spouse/partner in 2/94, goto F001.
READALL 677
What was your [fill partner/spouse]'s highest level of education in February 1994?

[r]INTERVIEWER: DON'T READ CHOICES UNLESS NEEDED AS PROMPTS.[n]
HIGH SCHOOL ONLY:
<1> DID NOT COMPLETE HIGH SCHOOL
<2> COMPLETED HIGH SCHOOL OR EQUIVALENT
POSTSECONDARY VOCATIONAL:
<3> LESS THAN 1 YR OF OCCUPATIONAL/TRADE/TECHNICAL OR BUSINESS SCHOOL
<4> 1 BUT LESS THAN 2 YRS OF OCCUPATIONAL/TRADE/TECHNICAL/BUSINESS SCHOOL
<5> 2 YEARS OR MORE OF OCCUPATIONAL/TRADE/BUSINESS SCHOOL
POSTSECONDARY ACADEMIC:
<6> LESS THAN 2 YEARS OF COLLEGE
<7> 2 OR MORE YEARS OF COLLEGE (INCLUDING 2-YEAR DEGREE)
<8> COMPLETE BACHELOR'S DEGREE (4 OR 5 YEAR DEGREE)
<9> MASTER'S DEGREE OR EQUIVALENT
<10> MD/DDS/LLB/OTHER ADVANCED PROFESSIONAL DEGREE (*SEE HELP SCREEN)
<11> DOCTORATE DEGREE (E.G., Ph.D., Ed.D., D.B.A.)
<-8> DON'T KNOW <-7> REFUSE
===>

>E07A<
READALL 678
Was your [fill partner/spouse] enrolled (participating) in any postsecondary (after high school) education program in February of this year?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>E07C<
PRE-LOGIC:
If E07A^=1 goto E08A.
READALL 679
Toward what degree/certificate/diploma or other formal award was your [fill partner/spouse] working at that time?
<2> LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL CERTIFICATE OR DIPLOMA
<3> LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL LICENSE
<4> 2- OR 3-YEAR VOCATIONAL/OCCUPATIONAL DEGREE OR DIPLOMA
<5> 2- OR 3-YEAR ASSOCIATES VOCATIONAL/TECHNICAL DEGREE
<6> 2- OR 3-YEAR ASSOCIATES ACADEMIC DEGREE
<7> 4- OR 5-YEAR BACHELOR'S DEGREE
<8> MASTER'S DEGREE OR EQUIVALENT
<9> ADVANCED PROFESSIONAL DEGREE(E.G.,MEDICINE/DENTISTRY/LAW/THEOL.)
<10> DOCTORATE (E.G., Ph.D., Ed.D., D.B.A.) (* SEE HELP SCREEN)
<1> NOT A DEGREE/AWARD GRANTING PROGRAM
<-8> DON'T KNOW
<-7> REFUSE
===>

>E08A<
READALL 680
During the first week of February of this year (1994), was your [fill partner/spouse] working for pay at a full- or part-time job (including self employment)?

[r]INTERVIEWER: PROBE FOR FULL-TIME OR PART-TIME IF R. SIMPLY[n]
[r]ANSWERS YES.[n]
<1> YES, FULL-TIME (35 OR MORE HOURS PER WEEK)
<2> YES, PART-TIME (LESS THAN 35 HOURS PER WEEK)
<3> NO [goto E08C]
<-8> DONT KNOW
<-7> REFUSE
===> [goto F001]

>E08C<
READALL 681
Was your [fill partner/spouse] holding a job but on temporary layoff during that time?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>E08D<
PRE-LOGIC:
If E08C=1 goto F001.

READALL 682

Was your [fill partner/spouse] holding a job and waiting to report to work at that time?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>E08E<
PRE-LOGIC:
If E08D=1 goto F001.

READALL 683

Was your [fill partner/spouse] actively looking for work for pay during that time?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>E08G<
PRE-LOGIC:
If E08E^=1 goto F001.

READALL 684

During the first week of February of this year (1994), was your [fill partner/spouse] receiving any compensation for unemployment?

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

Section F: Education Financing

>F001<
READALL 685
The next few questions are about your educational finances and financial aid.
ENTER <1> TO CONTINUE
===>

>F01A<
PRE-LOGIC:
REPEAT BLOCK for each of academic undergrad years: F01='90-91;F02='91-92;
F03='92-93;F04='93-94. Ask given year if had principal school that year.
F01A: if not a public school - if undergrad info present, goto F01C
else goto F01E.
(Ask F01A only if public school).
READALL 686
During the 1990-91 school year, while you attended
[fill PRINCIPAL SCHOOL],
was your tuition base "local" or "non-local" (e.g., out-of-state, in-state, in-city, out-of-city, etc.)? (We are interested in terms starting between July 1 1990 and June 30 1991).

[r]DO NOT READ RESPONSE CHOICES, UNLESS NEEDED AS PROMPTS.[n]
<1> IN-STATE (IN-CITY/IN-COUNTY)
<2> OUT OF STATE (OUT-OF-CITY/OUT-OF-COUNTY)
<-8> DON'T KNOW
<-7> REFUSE
===>

>F01C<
PRE-LOGIC:
If F01A<0 or not enrolled full-time full-year or tuit info not available,
goto F01E.
READALL 687
My records show that [r]annual[n] tuition and fees
at [fill PRINCIPAL SCHOOL]
were [fill FULL-TIME ANNUAL TUITION]. Was that about your tuition and fees, before any financial aid waivers or discounts, for the 1990-91 school year
(July 1 1990 through June 30 1991)?

[r]INTERVIEWER: TRY TO GET A RESPONSE HERE; PROMPT FOR BEST GUESS.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>F01E<
PRE-LOGIC:
If F01C=1 or F01C=-7 goto F01G.
READALL 688
Approximately how much were your tuition and fees, before any financial aid waivers, for the 1990-91 school year (July 1 1990 through June 30 1991)
at [fill PRINCIPAL SCHOOL]?

[r]INTERVIEWER: TRY TO GET A RESPONSE HERE; PROMPT FOR BEST GUESS.[n]
<100> $100 OR LESS
<101-19999> TUITION AMOUNT
<20000> $20,000 OR MORE

<-8> DON'T KNOW
<-7> REFUSE
===>

>F01G<
PARTALL 689
When you attended [fill PRINCIPAL SCHOOL]
during the 1990-91 school year (between July 1 1990 and June 30 1991),
in what type of housing did you live most of the time?

[r]DO NOT READ RESPONSE CHOICES, UNLESS NEEDED AS PROMPTS.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> school-provided housing
<2> sorority/fraternity house
<3> own apartment or house (not parents' house)
<4> employer-provided housing (including military)
<5> parents' or guardians' house or apartment
<6> other relatives' (other than parents, spouse, or children)
house or apartment
<7> OTHER
<-7> REFUSE
===>

>F05A<
PRE-LOGIC:
REPEAT BLOCK for principal graduate school for '92-93(F05) and '93-94(F06).
Only ask if attended grad school during given year.
F05A: if not a public school, goto F05E.
READALL 702
During the 1992-93 school year, while you attended
[fill GRADUATE SCHOOL] as a graduate student,
were you considered an in-state or out-of-state student for tuition
purposes? (We are interested in the period between July 1 1992 and
June 30 1993).

[r]DO NOT READ RESPONSE CHOICES, UNLESS NEEDED AS PROMPTS.[n]
<1> IN-STATE (IN-CITY/IN-COUNTY)
<2> OUT OF STATE (OUT-OF-CITY/OUT-OF-COUNTY)
<-8> DON'T KNOW
<-7> REFUSE
===>

>F05E<
READALL 703
Approximately how much were your graduate tuition and fees, before any
financial aid waivers, for the 1992-93 school year (July 1 1992 through
June 30 1993) at [fill GRADUATE SCHOOL]?

[r]INTERVIEWER: TRY TO GET A RESPONSE HERE; PROMPT FOR BEST GUESS.[n]
<100> $100 OR LESS
<101-49999> TUITION AMOUNT
<50000> $50,000 OR MORE
<-8> DON'T KNOW
<-7> REFUSE
===>

>F05G<

PARTALL 704

During the 1992-93 school year (July 1 1992 through June 30 1993),
when you attended [fill GRADUATE SCHOOL]
as a graduate student, in what type of housing did you live most of the time?

[r]DO NOT READ RESPONSE CHOICES, UNLESS NEEDED AS PROMPTS.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> school-provided housing
<2> sorority/fraternity house
<3> own apartment or house (not parents' house)
<4> employer-provided housing (including military)
<5> parents' or guardians' house or apartment
<6> other relatives' (other than parents, spouse, or children)
house or apartment
<7> OTHER
<-7> REFUSE
===>

>F07A<
PRE-LOGIC:
If no new term(s) and all applicable financial aid info collected in BPS:90/92,
goto F70A.

READALL 708

My next few questions are about "financial aid" you may have received for your education and [r]related[n] expenses. This includes grants, scholarships, work-study, assistantships, fellowships, student loans, and assistance with education costs by your employer or by the military.

Since July 1 19[fill 90 OR 92], did you receive any such "student financial aid" for your [r]undergraduate[n] postsecondary education?

[r]INTERVIEWER: YOU WILL NOT BE ABLE TO BACKUP TO THIS SCREEN ONCE YOU HAVE ANSWERED IT. PLEASE BE SURE OF THE RESPONDENT'S ANSWER, BEFORE MOVING ON.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>
POST-LOGIC:
If F07A=-7 goto F60.
Determine school/year undergrad attendance for every school attended and
create up to 16 school/year blocks.

>F07N<
PRE-LOGIC:
If no school/year blocks, goto F60.
If F07A=1, goto F08A.
If no aid indicated and all applicable financial aid info was collected in
BPS:90/92, goto F60.

READALL 709

I also need to clarify just a few responses, about aid, that you gave
during your 1992 interview.
ENTER <1> TO CONTINUE
===> [goto F08A]

BEST COPY AVAILABLE

>F08A<
PRE-LOGIC:
REPEAT BLOCK for up to 16 school/year combinations (undergrad only).
F08-09/F11-12/F14-15/.../F53-54. All schools for each of:
90-91,91-92,92-93,93-94.
F08A: If only need to get financial aid amount, goto F09A.
READALL 710
For the terms starting between July 1 19[fill YEAR] and June 30 19[fill YEAR],
while you were attending [fill SCHOOL NAME],
did you receive any student financial aid?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>F08C<
PRE-LOGIC:
If F08A^=1 goto next repeat block until finished.
READALL 711
REFERENCE PERIOD: TERMS STARTING BETWEEN JULY 1 19[fill YEAR] AND
JUNE 30 19[fill YEAR], WHILE ATTENDING
[fill SCHOOL NAME].

Did you receive:

[r]INTERVIEWER: READ EACH OPTION AND "TOGGLE" TO "YES" IF RECEIVED.[n]
*
a. grant(s) or scholarship(s) [n] [r]*[n]*
b. student loan(s) [n] [r]*[n]*
c. tuition benefits or other education assistance from
employer or union [n] [r]*[n]*
d. any other financial aid received [n] [r]*[n]*

<1> YES <2> NO <-7> REFUSE [r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER[n]
===>

>F08F<
ACTION 712
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d>
===>

>F08H<
ACTION 713
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto F08C]

>F08I<
ACTION 714
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto F08C]

>F08M<
ACTION 715
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto F08C]

>F09A<

READALL 716

For the terms starting between July 1 19[fill YEAR] and June 30 19[fill YEAR], what was the total amount of [r]all[n] student financial aid you received (i.e., awarded and accepted) as an undergraduate student at [fill SCHOOL NAME]?

[r]INTERVIEWER: THE INFORMATION REQUESTED HERE IS FINANCIAL AID ACTUALLY USED. IF FINANCIAL AID WAS APPROVED BUT STUDENT DID NOT ACCEPT OR USE THE AID, IT SHOULD NOT BE INCLUDED. R. PROBABLY WON'T KNOW THIS ACCURATELY; RATHER THAN ACCEPT A DON'T KNOW, ASK FOR AN ESTIMATE TO THE NEAREST 500 DOLLARS. IF MORE THAN HIGHEST VALUE ALLOWED, ENTER HIGHEST ALLOWABLE VALUE.[n]

<100> $100 OR LESS FOR YEAR
<101-19999> AMOUNT OF AID RECEIVED AT SCHOOL FOR GIVEN YEAR
<20000> $20,000 OR MORE FOR YEAR
<0> NO FINANCIAL AID RECEIVED AT SCHOOL FOR GIVEN YEAR
<-8> DON'T KNOW
<-7> REFUSE
===>

>F09C<
PRE-LOGIC:
If F09A^=-8 goto next repeat block until finished.

READALL 717

Was the aid received about $3,000, more than $3,000, or less than $3,000?

[r]INTERVIEWER: PRESS FOR A DETERMINATION HERE. IF YOU AND R. LOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP ONE SCREEN FOR THE INFO.[n]

<1> LESS THAN $3,000
<2> ABOUT $3,000
<3> GREATER THAN $3,000
<-8> DON'T KNOW
<-7> REFUSE
===>

>F09E<
PRE-LOGIC:
If F09C=3 goto F09G. If F09C^=1 goto next repeat block until finished.

PARTALL 718

I will read some dollar ranges, please tell me the range that best estimates the amount of aid you received.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TWO SCREENS FOR THE INFORMATION.[n]

<400> $800 or less
<1000> $801 to $1,200
<1500> $1,201 to $1,800
<2100> $1,801 to $2,400
<2700> $2,401 to $2,999
<-8> DON'T KNOW <-7> REFUSE
===> [goto F11A]

>F09G<
PARTALL 719
I will read some dollar ranges, please tell me the range that best estimates the amount of aid you received.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TWO SCREENS FOR THE INFORMATION.[n]
<3500> $3,001 to $4,000
<5000> $4,001 to $6,000
<7000> $6,001 to $8,000
<10000> $8,001 to $12,000
<14000> $12,001 to $16,000
<18000> $16,001 to $19,999
<20000> $20,000 or more
<-8> DON'T KNOW <-7> REFUSE
===>

>F60<
PRE-LOGIC:
If no new terms, goto F70A.
READALL 885
The next few questions are about other ways you may have financed your postsecondary education and [r]related[n] expenses, such as through your own earnings or savings, (your spouse's earnings or savings if you're married), loans or gifts from family members, relatives, or friends and other personal and family resources.

Since July 1 '[fill YEAR], have you used any of these to help pay for your [r]undergraduate[n] postsecondary education ?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>F61A<
PRE-LOGIC:
REPEAT BLOCK for each of 4 undergraduate academic years (90-91,91-92,92-93,93-94). If F60^=1 goto F70A. Only ask if attended undergrad during that year and info not collected in BPS:90/92 for that year.
PARTALL 886
For the entire period from July 1 1990 through June 30 1991, (across all schools you've attended,) did you use any of these sources to help pay for your [r]undergraduate[n] education or [r]related[n] living expenses?

[r]INTERVIEWER: READ ALL RESPONSE OPTIONS THE FIRST TIME YOU REACH THIS SCREEN; AFTER, READ ONLY IF NEEDED AS PROMPTS. "TOGGLE" ANSWERS TO "YES," IF APPLICABLE. NOTE PARENTHETICAL DEFINITION IN STEMS.[n]
[r]CODE ALL THAT APPLY:[n] *
<1> personal earnings or savings [r]*[n]*
<2> spouse earnings or savings [r]*[n]*
<3> contributions from parents, not to be repaid [r]*[n]*
<4> loans from parents (to be repaid) [r]*[n]*
<5> contributions from other relatives or friends (not parents)
(not to be repaid) [r]*[n]*

<6> loans from other relatives or friends (to be repaid) [r]*[n]*
<7> other personal or family resources [r]*[n]*
<99> NONE OR [r]ALL DONE[n]
===>

>F61C<
PRE-LOGIC:
Asked only if F61A=1.
READALL 887
How much (of your personal earnings or savings) did you use? (ENTER AMOUNT)
<100> $100 or less <101-49999> <50000> $50,000 or more <-7> REFUSE
===> [goto F61A]

>F61D<
PRE-LOGIC:
Asked only if F61A=2.
READALL 888
How much (of your spouse's personal earnings or savings) did you use?
<100> $100 or less <101-49999> <50000> $50,000 or more <-7> REFUSE
===> [goto F61A]

>F70A<
PRE-LOGIC:
If preload loan debt indicated goto F70C. If loan indicated in F08-53 block, goto F70C.
READALL 898
None of the information you have provided indicates that you have taken out student loans for your postsecondary education or [r]related[n] expenses. Have you taken out such loans?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>
POST-LOGIC:
If F70A=1 goto F70E. Else goto F80A.

>F70C<
READALL 899
Information you have provided indicates that you have taken out student loans for your postsecondary education or [r]related[n] expenses. Have you taken out such loans?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>
POST-LOGIC:
If F70C^=1 goto F80A.

>F70E<
PRE-LOGIC:
If no grad school attended, goto F70G.
READALL 900
Did you take out these student loans for your undergraduate education,
your graduate/advanced professional education, or both?

[r]INTERVIEWER: BE SURE TO ENTER "BOTH" IF APPLICABLE.[n]
<1> BORROWED FOR UNDERGRADUATE EDUCATION ONLY
<2> BORROWED FOR GRADUATE EDUCATION ONLY [goto F71A]
<3> BORROWED FOR BOTH
<-7> REFUSE [goto F80A]
===>

>F70G<
READALL 901
What is the total amount of student loans you have taken out so far for your
[fill undergraduate/postsecondary] education and [r]related[n] expenses? (Do not include loans from
parents, relatives, or friends.)

[r]INTERVIEWER: R. PROBABLY WON'T KNOW THIS EXACTLY; DON'T ACCEPT A
"DK" RESPONSE WITHOUT ASKING FOR AN ESTIMATE. ESTIMATES WITHIN A
THOUSAND DOLLARS ARE BETTER THAN NO RESPONSE.[n]
<100> $100 OR LESS
<101-79999> SPECIFIED AMOUNT
<80000> $80,000 OR MORE
<-8> DONT KNOW
<-7> REFUSE
===>

>F70I<
PRE-LOGIC:
If F70G^=-8 goto F71A.
READALL 902
Was the amount of these loans more than $5,000, less than $5,000, or
right about $5,000?

[r]INTERVIEWER: R. SHOULD BE ABLE TO MAKE THIS DETERMINATION. PROBE IF
NEEDED.[n]
<1> LESS THAN $5,000
<2> ABOUT $5,000
<3> MORE THAN $5,000
<-8> DONT KNOW
<-7> REFUSE
===>

>F70K<
PRE-LOGIC:
If F70I=3 goto F70L. If F70I^=1 goto F71A.
PARTALL 903
I am going to read some dollar ranges. Please tell me the range that best
estimates the total amount of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS
APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED
A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER
-8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE
ON. IF YOU AND R. LOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO
GET THE INFORMATION.[n]
<400> $800 or less
<1000> $801 to $1,200
<1500> $1,201 to $1,800

<2100> $1,801 to $2,400
<2700> $2,401 to $3,000
<3500> $3,001 to $4,000
<4500> $4,001 to $4,999
<-8> DON'T KNOW
<-7> REFUSE
===> [goto F71A]

>F70L<
PARTALL 904
I am going to read some dollar ranges. Please tell me the range that best estimates the total amount of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]
<5500> $5,001 to $6,000
<7000> $6,001 to $8,000
<10000> $8,001 to $12,000
<15000> $12,001 to $18,000
<24000> $18,001 to $30,000
<40000> $30,001 to $50,000
<65000> $50,001 to $79,999
<80000> $80,000 or more
<-8> DON'T KNOW
<-7> REFUSE
===>

>F71A<
PRE-LOGIC:
If no grad school attended, goto F72A. If F70E=1 goto F72A.
READALL 905
What is the total amount you've taken out so far in student loans for your graduate/advanced professional education and [r]related[n] expenses? (Do not include from parents, relatives, or friends.)

[r]INTERVIEWER: R. PROBABLY WON'T KNOW THIS EXACTLY; DON'T ACCEPT A "DK" RESPONSE WITHOUT ASKING FOR AN ESTIMATE. ESTIMATES WITHIN A THOUSAND DOLLARS ARE BETTER THAN NO RESPONSE.[n]
<100> $100 OR LESS
<101-79999> SPECIFIED AMOUNT
<80000> $80,000 OR MORE
<-8> DON'T KNOW
<-7> REFUSE
===>

>F71C<
PRE-LOGIC:
If F71A^=-8 goto F72A.
READALL 906
Was the amount of these loans more than $5,000, less than $5,000, or right about $5,000?

[r]INTERVIEWER: R. SHOULD BE ABLE TO MAKE THIS DETERMINATION. PROBE IF NEEDED.[n]
<1> LESS THAN $5,000
<2> ABOUT $5,000

<3> MORE THAN $5,000
<-8> DON'T KNOW
<-7> REFUSE
===>

>F71E<
PRE-LOGIC:
If F71C=3 goto F71F. If F71C^=1 goto F72A.
PARTALL 907
I am going to read some dollar ranges. Please tell me the range that best estimates the total amount of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]
<400> $800 or less
<1000> $801 to $1,200
<1500> $1,201 to $1,800
<2100> $1,801 to $2,400
<2700> $2,401 to $3,000
<3500> $3,001 to $4,000
<4500> $4,001 to $4,999
<-8> DON'T KNOW
<-7> REFUSE
===> [goto F72A]

>F71F<
PARTALL 908
I am going to read some dollar ranges. Please tell me the range that best estimates the total amount of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]
<5500> $5,001 to $6,000
<7000> $6,001 to $8,000
<10000> $8,001 to $12,000
<15000> $12,001 to $18,000
<24000> $18,001 to $30,000
<40000> $30,001 to $50,000
<65000> $50,001 to $79,999
<80000> $80,000 or more
<-8> DON'T KNOW
<-7> REFUSE
===>

>F72A<
READALL 909
Do you still owe money on any of these student loans?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>F72C<
PRE-LOGIC:
If F72A=2 goto F73H. If F72A=-7 goto F73E.
READALL 910
How much do you currently owe on [r]all[n] such student loans?

[r]INTERVIEWER: THIS INCLUDES LOANS FOR UNDERGRADUATE AND, IF APPLICABLE GRADUATE/PROFESSIONAL EDUCATION. AMOUNT OWED MAY INCLUDE ANY UNPAID INTEREST THAT HAS ACCRUED. DON'T ACCEPT A "DK" RESPONSE WITHOUT ASKING FOR AN ESTIMATE. ESTIMATES TO THE NEAREST THOUSAND DOLLARS ARE BETTER THAN NO RESPONSE.[n]

[r]ALSO, IF R. INDICATES HE/SHE "OWES IT ALL" OR "HASN'T STARTED PAYBACK YET", ENTER (1)[n]
<100> $100 OR LESS
<101-79999> AMOUNT CURRENTLY OWED
<80000> $80,000 OR MORE
<1> OWE ENTIRE AMOUNT THAT I'VE BORROWED
<-8> DON'T KNOW
<-7> REFUSE
===>

>F72E<
PRE-LOGIC:
If F72C^=-8 goto F73E.
READALL 911
Is the amount you owe on these loans more than $5,000, less than $5,000, or right about $5,000?

[r]INTERVIEWER: R. SHOULD BE ABLE TO MAKE THIS DETERMINATION. PROBE IF NEEDED.[n]
<1> LESS THAN $5,000
<2> ABOUT $5,000
<3> MORE THAN $5,000
<-8> DON'T KNOW
<-7> REFUSE
===>

>F72G<
PRE-LOGIC:
If F72E=3 goto F72H. If F72E^=1 goto F73E.
PARTALL 912
I will read some dollar ranges, please tell me the range that best estimates the total amount you still owe of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]
<400> $800 or less
<1000> $801 to $1,200
<1500> $1,201 to $1,800
<2100> $1,801 to $2,400
<2700> $2,401 to $3,000
<3500> $3,001 to $4,000
<4500> $4,001 to $4,999
<-8> DON'T KNOW
<-7> REFUSE
===> [goto F73E]

>F72H<

PARTALL 913

I will read some dollar ranges, please tell me the range that best estimates the total amount you still owe of these educational loans.

[r]INTERVIEWER: READ DOLLAR RANGES UNTIL R. IDENTIFIES ONE THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND R. HASN'T IDENTIFIED A RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE A RANGE. IF NOT, ENTER -8 AND MOVE ON. FOR EXPLICIT REFUSAL AT ANY TIME, ENTER -7 AND MOVE ON. IF YOU AND R. LOOSE CONTEXT OF SCHOOL OR TIMEFRAME, BACK UP TO GET THE INFORMATION.[n]
<5500> $5,001 to $6,000
<7000> $6,001 to $8,000
<10000> $8,001 to $12,000
<15000> $12,001 to $18,000
<24000> $18,001 to $30,000
<40000> $30,001 to $50,000
<65000> $50,001 to $79,999
<80000> $80,000 or more
<-8> DON'T KNOW
<-7> REFUSE
===> [goto F73E]

>F73E<

READALL 916

Are any of these student loans currently being deferred?

[r]"DEFERRED" MEANS STUDENT HAS BEEN GIVEN TIME WHEN PAYMENTS ARE NOT REQUIRED.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>F73F<
PRE-LOGIC:
If F73E^=1 goto F73H.

READALL 917

What is the primary reason your loan(s) (has)/(have) been deferred?
<1> SCHOOL ENROLLMENT
<2> STILL WITHIN GRACE PERIOD FOR LOAN(S)
<3> UNEMPLOYMENT
<4> APPROVED HARDSHIP (FINANCIAL/MEDICAL/OTHER)
<5> APPROVED SERVICE (E.G., PEACE CORPS, TEACHING IN CERTAIN AREAS)
<6> OTHER, SPECIFY [goto F73G]
<-7> REFUSE
===> [goto F73H]

>F73G<

READALL 918

OTHER REASON LOAN(S) (HAS)(HAVE) BEEN DEFERRED.

[r]INTERVIEWER: TRY TO GET A DEFINITIVE RESPONSE AND ENTER TEXT BELOW. BE AS SPECIFIC AS POSSIBLE IN THE SPACE PROVIDED, BUT PLEASE DO NOT USE NON-STANDARD ABBREVIATIONS.[n]
(SPECIFY BELOW ... UP TO 40 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

>F73H<
READALL 919
Was any portion of your loan(s) cancelled?

[r]"CANCELLED" MEANS THAT LENDER HAS REDUCED OR ELIMINATED THE AMOUNT OF THE LOAN THAT IS OWED.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>F73X<
PRE-LOGIC:
If F73H^=1 goto F73A.
READALL 927
What was the primary reason you received a student loan cancellation?

[r]INTERVIEWER: TRY TO GET A DEFINITIVE RESPONSE AND ENTER TEXT BELOW. BE AS SPECIFIC AS POSSIBLE IN THE SPACE PROVIDED, BUT PLEASE DO NOT USE NON-STANDARD ABBREVIATIONS.[n]
(SPECIFY BELOW ... UP TO 40 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

>F73A<
PRE-LOGIC:
If F72A^=1 goto F80A.
READALL 914
Have you started repaying any such student loans (loans to you from [r]other than[n] parents, relatives, or friends)?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>F73C<
PRE-LOGIC:
If F73A=-7 goto F80A. If F73A=2 goto F73I.
READALL 915
Are you receiving, or have you received, help from others (parents, relatives, spouse, friends, employers) in repaying these student loans (loans to you from [r]other than[n] parents, relatives, or friends)?

[r]INTERVIEWER: PROMPT, IF NEEDED, FOR APPROPRIATE "YES" ANSWER.[n]
<1> YES, RECEIVING OR HAVE RECEIVED HELP FROM OTHERS TO REPAY LOAN(S)
<2> NO, HAVE NOT RECEIVED ANY HELP TO REPAY LOANS
<-7> REFUSE
===> [goto F73L]

>F73I<
READALL 920
When do you expect to start repaying your student loan(s) (loans to you from [r]other than[n] parents, relatives, or friends)?

[r]INTERVIEWER: IF R. GIVES AN INEXACT ANSWER, LIKE "WHEN I FINISH SCHOOL", THEN TRY TO GET A MORE EXACT DATE BY PROMPTING WITH SOMETHING LIKE "WHEN DO YOU THINK THAT WILL BE?" WE WANT ESTIMATED MONTH AND YEAR.[n]
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DONT KNOW <-7> REFUSE
===>

>F73J<
ACTION 921
<94-98> ENTER THE LAST TWO DIGITS OF YEAR
<99> 1999 OR LATER
<-7> REFUSE <-8> DONT KNOW
===> [goto F80A]

>F73L<
READALL 922
When did you first start repaying your student loan(s) (loans to you from [r]other than[n] parents, relatives, or friends)?

[r]INTERVIEWER: IF R. GIVES AN INEXACT ANSWER, LIKE "WHEN I FINISHED SCHOOL," THEN TRY TO GET A MORE EXACT DATE BY PROMPTING WITH SOMETHING LIKE "WHEN WAS THAT AGAIN?" WE WANT ESTIMATED MONTH AND YEAR. OTHER INEXACT ANSWERS LIKE "ABOUT TWO MONTHS AGO" SHOULD BE VERIFIED WITH A PROMPT LIKE "WAS THAT ABOUT MARCH OF THIS YEAR?" WE WANT ESTIMATED MONTH AND YEAR.[n]
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DONT KNOW <-7> REFUSE
===>

>F73M<
ACTION 923
YEAR:
<89-94> ENTER LAST TWO DIGITS OF YEAR
<-8> DONT KNOW <-7> REFUSE
===>

>F73O<
READALL 924
When did you make your most recent loan payment?

[r]INTERVIEWER: IF R. GIVES AN INEXACT ANSWER, LIKE "ABOUT TWO YEARS AFTER I COMPLETED SCHOOL," THEN TRY TO GET A MORE EXACT DATE BY PROMPTING WITH SOMETHING LIKE "WHEN WAS THAT AGAIN?" OTHER INEXACT ANSWERS LIKE "ABOUT TWO MONTHS AGO" SHOULD BE VERIFIED WITH A PROMPT LIKE "WAS THAT ABOUT MARCH OF THIS YEAR?" WE WANT ESTIMATED MONTH AND YEAR.[n]
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DONT KNOW <-7> REFUSE
===>

>F73P<
ACTION 925
YEAR:
<89-94> ENTER LAST TWO DIGITS OF YEAR
<-8> DON'T KNOW <-7> REFUSE
===>

>F73R<
READALL 926
How much is the average monthly loan payment you have made?

[r]INTERVIEWER: ESTIMATES TO THE NEAREST 10 DOLLARS OR SO ARE FINE HERE. NO CENTS, PLEASE.[n]
<30> $30 OR LESS A MONTH
<31-949>
<950> $950 OR MORE A MONTH
<-7> REFUSE
===>

>F80A<
PRE-LOGIC:
REPEAT BLOCK dependency for each of '89/90/91/92/93: F80A/C/E/G/I.
If preload independent, goto G001. If dependent for given year, goto next block until done. If independent for current year, goto G001.
READALL 928
Were you listed as a dependent on your parents' tax return in 1989 (five years ago)? (Did your parents provide more than half of your support in 1989?)

[r]INTERVIEWER: TRY HARD TO GET A DETERMINATE RESPONSE HERE. THIS IS A VERY IMPORTANT STUDENT CLASSIFIER FOR ANALYSIS. IF THE FIRST QUESTION IS CONFUSING TO R., THEN ASK THE SECOND QUESTION (IN PARENTHESES).[n]
<1> YES, LISTED AS DEPENDENT
<2> NO, NOT LISTED AS DEPENDENT
<-8> DON'T KNOW
<-7> REFUSE
===>

Section G: Financial Information

>G001<
READALL 933
The next few questions are about your family financial planning and responsibilities.
ENTER <1> TO CONTINUE
===>

>G01A<
READALL 934
For how many people, besides yourself, do you have any [r]financial[n] responsibility (spouse, children, parents, other family members, or other persons)?
<0> NONE OTHER THAN SELF
<1-9> NUMBER OTHER THAN SELF
<10> 10 OR MORE OTHER THAN SELF
<-7> REFUSE
===>

>G02A<
READALL 935

For how many people, besides yourself, do you have any [r]caretaker[n] [r]or other time-commitment[n] responsibility (children, elderly parents or family members, or others)?
<0> NONE OTHER THAN SELF
<1-9> NUMBER OTHER THAN SELF
<10> 10 OR MORE OTHER THAN SELF
<-7> REFUSE
===>

>G03A<
READALL 936
Next we would like to ask some questions about your personal expenses.
<1> ENTER 1 TO CONTINUE
<-7> REFUSE TO ANSWER ANY SUCH QUESTIONS
===>

>G03C<
PRE-LOGIC:
If G03A=-7 goto G04A.
READALL 937
Do you own (with or without mortgage) or rent the residence where you now live?
<1> RESPONDENT [r]OWNS[n] RESIDENCE
<2> RESPONDENT [r]RENTS[n] RESIDENCE [goto G03G]
<3> RESPONDENT [r]NEITHER OWNS NOR RENTS[n] RESIDENCE [goto G03I]
<-7> REFUSE [goto G03I]
===>

>G03E<
READALL 938
How much is your monthly mortgage payment?

[r]INTERVIEWER: IF RESPONDENT OWNS HOME OUTRIGHT OR MORTGAGE HAS[n]
[r]BEEN PAID OFF, ENTER 0. OTHERWISE, IF PAYMENT IS LESS THAN[n]
[r]$100, ENTER 100.[n]
<0> NO MORTGAGE PAYMENT (RESIDENCE PAID OFF)
<100> $100 OR LESS
<101-1500>
<1501-9499> [goto G03F]

```
   <9500> $9,500 OR MORE  [goto G03F]
     <-7> REFUSE
===>  [goto G03I]

>G03F<
                                        ACTION     939
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE.  PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>G03G<
                                        READALL     940
How much is your monthly rent?

[r]INTERVIEWER: IF LESS THAN $50, ENTER 50.  WE ARE INTERESTED IN THE[n]
[r]AMOUNT RESPONDENT ALONE PAYS, EVEN THOUGH HE/SHE MAY SHARE RENT[n]
[r]WITH OTHERS.[n]
     <50> $50 OR LESS
 <51-1500>
<1501-9499>  [goto G03H]
   <9500> $9,500 OR MORE  [goto G03H]
     <-7> REFUSE
===>  [goto G03I]

>G03H<
                                        ACTION     941
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE.  PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>G03I<
                                        READALL     942
Do you [r]own or lease[n] one or more cars, trucks, campers,
motorcycles, or other vehicles?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO
<-7> REFUSE
===>

>G03K<
PRE-LOGIC:
If G03I^=1 goto G03O.
                                        READALL     943
Do you make loan or lease payments on any of these vehicles?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
 <1> YES
 <2> NO
<-7> REFUSE
===>
```

>G03M<
PRE-LOGIC:
If G03K^=1 goto G03O.
READALL 944
What is the amount of the total monthly payment?

[r]INTERVIEWER: IF LEASE OR LOAN PAYMENT IS QUARTERLY, ANNUALLY, OR[n]
[r]ON SOME OTHER "TIME-BASED" PAYMENT SCHEDULE, CONVERT TO MONTHLY.[n]
<100> $100 OR LESS PER MONTH
<101-9499> AMOUNT PER MONTH
<9500> $9,500 OR MORE PER MONTH
<-7> REFUSE
===>

>G03O<
READALL 945
Other than the payments (for your residence and vehicles) we've just discussed,
what are your average monthly [r]living[n] expenses? [r]Please exclude any
payments on educational loans.[n]

[r]INTERVIEWER: LIVING EXPENSES INCLUDE COSTS OF FOOD, CHILD CARE, GAS, OIL[n]
[r]AND OTHER MAINTENANCE FOR CAR, BUS/TRAIN TRANSPORTATION, CLOTHING,[n]
[r]SUPPLIES FOR HOUSE/SCHOOL, MEDICAL/DENTAL CARE, AND CREDIT CARD[n]
[r]DEBT. LIVING EXPENSES DO NOT INCLUDE RECREATIONAL OR ENTERTAINMENT
EXPENSES.[n]

<100> $100 OR LESS PER MONTH
<101-9499> AMOUNT PER MONTH
<9500> $9,500 OR MORE PER MONTH
<-7> REFUSE
===>

>G05A<
PRE-LOGIC:
REPEAT BLOCK G04/05/06/07 -- student income for '93/92/91/90 respectively.
Do not ask G06/G07 if info available from BPS:90/92.
READALL 952
(What was) your personal total gross income [r]in 1992[n]? (year before last)

INTERVIEWER: IF RESPONDENT SAYS [r]"ABOUT THE SAME"[n] AS
LAST INCOME REPORTED ([r]1993 INCOME = [fill INCOME][n]), SIMPLY ENTER (1).
ANNUAL INCOME:
<0> NO INCOME
<1> SAME AS YEAR WE JUST TALKED ABOUT
<100> $100 OR LESS
<101-949999> INCOME AMOUNT
<950000> $950,000 OR MORE
<-8> DON'T KNOW
<-7> REFUSE
===>

>G05C<
PRE-LOGIC:
If G05A=0 or G05A=-7 goto next repeat block until done.
If G05A>0 goto G05I.
READALL 953
Was it (your total personal income in 1992)
about the same as, more than, or less than $10,000?
<1> LESS THAN $10,000
<2> ABOUT $10,000
<3> MORE THAN $10,000
<-8> DON'T KNOW
<-7> REFUSE
===>

>G05E<
PRE-LOGIC:
If G05C=3 goto G05G. If G05C<0 goto next block until done.
If G05C=2 goto G05I.
PARTALL 954
I'm going to read some dollar ranges. Please tell me the range that best
estimates your [r]personal[n] income in 1992 (year before last).
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]AT ANY TIME, ENTER -7 AND MOVE ON.[n]
<1000> $2,000 or less
<2500> $2,001 to $3,000
<3700> $3,001 to $4,400
<5200> $4,401 to $6,000
<7000> $6,001 to $8,000
<9000> $8,001 to $9,999
<-8> DON'T KNOW <-7> REFUSE
===>
POST-LOGIC:
If G05E>=0 goto G05I. Else goto next block until finished.

>G05G<
PARTALL 955
I'm going to read some dollar ranges. Please tell me the range that best
estimates your [r]personal[n] income in 1992 (year before last).
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]AT ANY TIME, ENTER -7 AND MOVE ON.[n]
<12000> $10,001 to $14,000
<16000> $14,001 to $18,000
<21000> $18,001 to $24,000
<27000> $24,001 to $30,000
<40000> $30,001 to $50,000
<75000> $50,001 to $100,000
<175000> $100,001 to $250,000
<375000> $250,001 to $500,000
<725000> $500,001 to $949,999
<950000> $950,000 or more <-8> DON'T KNOW <-7> REFUSE
===>
POST-LOGIC:
If G05G>=0 goto G05I. Else goto next block until finished.

>G05I<
READALL 956
How much of this (your 1992 personal total gross income of [r][fill INCOME][n])
[r]was earned[n]?
(i.e., wages, salaries, commissions, and other payments for your work)
AMOUNT [r]EARNED[n] ANNUAL INCOME:
<0> NONE EARNED
<1> SAME AS TOTAL ANNUAL INCOME
<100> $100 OR LESS
<101-949999> AMOUNT EARNED
<950000> $950,000 OR MORE
<-8> DON'T KNOW
<-7> REFUSE
===>
POST-LOGIC:
If G05I (earned income) > total income, goto G05J. Else goto next repeat
block until finished.

>G05J<
ACTION 957
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE. PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> GROSS INCOME IS INCORRECT
<2> EARNED INCOME IS INCORRECT
<3> BOTH GROSS AND EARNED INCOME ARE INCORRECT
<4> INFORMATION IS CORRECT (EARNED INCOME EXCEEDS GROSS INCOME)
===>

>G08A<
PRE-LOGIC:
REPEAT BLOCK for household/parent income G08-9/G10-11/G12-13/G14-15 for each of
'93/92/91/90 respectively. Ask parent (G08/10/12/14) block if dependency (F80)
for given year indicates dependent. Otherwise ask household (G09/11/13/15)
block.
READALL 970
What was your [r]parents'[n] total gross income last year (in 1993)?
[r]This includes income from all sources[n] (wages, salaries, business
or farm income, social security, pension, dividends, interest, rental
income, child support, alimony, and other income).
ANNUAL INCOME:
<0> NO INCOME
<100> $100 OR LESS
<101-949999> ANNUAL INCOME AMOUNT
<950000> $950,000 OR MORE
<-8> DON'T KNOW
<-7> REFUSE
===>

>G08C<
PRE-LOGIC:
If G08A^=-8 goto next repeat block until finished.
READALL 971
Was your [r]parents'[n] total income last year (in 1993) about the
same as, more than, or less than $50,000?
<1> LESS THAN $50,000
<2> ABOUT $50,000
<3> MORE THAN $50,000
<-8> DON'T KNOW
<-7> REFUSE
===>

>G08E<
PRE-LOGIC:
If G08C=3 goto G08G. If G08C^=1 goto next repeat block until finished.
PARTALL 972
I'm going to read some dollar ranges. Please tell me the range that best estimates your [r]parents'[n] income in 1993 (last year).
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]AT ANY TIME, ENTER -7 AND MOVE ON.[n]
<6000> $12,000 or less
<16000> $12,001 to $20,000
<25000> $20,001 to $30,000
<35000> $30,001 to $40,000
<45000> $40,001 to $49,999
<-8> DON'T KNOW
<-7> REFUSE
===>
POST-LOGIC:
Goto next repeat block until finished.

>G08G<
PARTALL 973
I'm going to read some dollar ranges. Please tell me the range that best estimates your [r]parents'[n] income in 1993 (last year).
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]AT ANY TIME, ENTER -7 AND MOVE ON.[n]
<55000> $50,001 to $60,000
<65000> $60,001 to $70,000
<75000> $70,001 to $80,000
<90000> $80,001 to $100,000
<125000> $100,001 to $150,000
<200000> $150,001 to $250,000
<375000> $250,001 to $500,000
<725000> $500,001 to $949,999
<950000> $950,000 or more <-8> DON'T KNOW <-7> REFUSE
===>
POST-LOGIC:
Goto next repeat block until finished.

>G09<
READALL 974
During 1993 (last year), did your principal household include any adults, other than you (but including your spouse or partner, if applicable) who contributed to the household income? (Do not include sorority/fraternity sisters/brothers, college roommates, or other [r]friends[n] living with you.)
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>G09A<
PRE-LOGIC:
If G09^=1 goto next repeat block until finished.
READALL 975
What was the [r]total household[n] yearly gross income in 1993, last year? [r]This includes income from all individuals contributing to the household income and from all sources[n] (wages, salaries, business or farm income, social security, pension, dividends, interest, rental income, child support, alimony, and other income).
ANNUAL INCOME:
<0> NO INCOME
<100> $100 OR LESS
<101-949999> ANNUAL INCOME AMOUNT
<950000> $950,000 OR MORE
<-8> DON'T KNOW
<-7> REFUSE
===>

>G09C<
PRE-LOGIC:
If G09A^=-8 goto next repeat block until finished.
READALL 976
Was your [r]total household[n] income last year (in 1993) about the same as, more than, or less than $20,000?
<1> LESS THAN $20,000
<2> ABOUT $20,000
<3> MORE THAN $20,000
<-8> DON'T KNOW
<-7> REFUSE
===>

>G09E<
PRE-LOGIC:
If G09C=3 goto G09G. If G09C^=1 goto next repeat block until finished.
PARTALL 977
I'm going to read some dollar ranges. Please tell me the range that best estimates your [r]total household[n] income in 1993 (last year).
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]AT ANY TIME, ENTER -7 AND MOVE ON.[n]
<2000> $4,000 or less
<6000> $4,001 to $8,000
<10000> $8,001 to $12,000
<14000> $12,001 to $16,000
<18000> $16,001 to $19,999
<-8> DON'T KNOW <-7> REFUSE
===>
POST-LOGIC:
Goto next repeat block until finished.

>G09G<
PARTALL 978
I'm going to read some dollar ranges. Please tell me the range that best estimates your [r]total household[n] income in 1993 (last year).
[r]INTERVIEWER: READ DOLLAR RANGES UNTIL RESPONDENT IDENTIFIES ONE[n]
[r]THAT IS APPROPRIATE. IF YOU GET ALL THE WAY THROUGH AND RESP.[n]
[r]HASN'T IDENTIFIED RANGE, ASK ONE MORE TIME IF HE/SHE CAN GIVE[n]
[r]A RANGE AND IF NOT ENTER -8 AND MOVE ON. IF RESP. EXPLICITLY[n]
[r]AT ANY TIME, ENTER -7 AND MOVE ON.[n]
<25000> $20,001 to $30,000

<35000> $30,001 to $40,000
<50000> $40,001 to $60,000
<80000> $60,001 to $100,000
<125000> $100,001 to $150,000
<200000> $150,001 to $250,000
<375000> $250,001 to $500,000
<725000> $500,001 to $949,999
<950000> $950,000 or more <-8> DON'T KNOW <-7> REFUSE
===>

Section H: Graduate School Plans

>H002<
PRE-LOGIC:
Section H is applicable only if:
a) grad school attended; or
b) bachelor's degree received; or
c) 16 months full-time or 24 months part-time working toward "academic" degree.
READALL 1012
We now have just a few questions about your plans for, and experiences in, graduate school.
ENTER <1> TO CONTINUE
===>

>H01A<
READALL 1013
Have you ever taken any graduate school or advanced professional education admissions test, such as the GRE (Graduate Records Examination), LSAT (Law School Admissions Test), or MCAT (Medical College Admissions Test)?

[r]INTERVIEWER: OTHER EXAMPLES YOU CAN USE AS PROMPTS ARE:[n]
[r]MILLER'S ANALOGY TEST ** DENTAL ADMISSIONS TEST ** GRADUATE[n]
[r]MANAGEMENT ADMISSIONS TEST[n]
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>H01C<
EXIT 1014
Please tell me which tests you have taken, when you took them, and the latest score you obtained on them.

```
GRADUATE/PROFESSIONAL ADMISSIONS EXAMS USER EXIT                EXIT        5013

 Please tell me which tests you have taken and when you took them.

 INTERVIEWER:  DON'T READ THE RESPONSE ALTERNATIVES UNLESS NEEDED AS PROMPTS.
 BE SURE TO DISTINGUISH BETWEEN THE GRE GENERAL AND SUBJECT EXAMS.  IF R. TOOK
 THE GRE GENERAL EXAM, ASK FOR SCORES ON EACH SECTION.  FOR GRE SUBJECT EXAMS,
 ASK FOR THE SUBJECT.

 +-----------------------------------------------------+-----------+-----------+
 |                       EXAM                          |HAS TAKEN? |DATE TAKEN |
 |                                                     |1=YES 2=NO |  MMM YY   |
 +-----------------------------------------------------+-----------+-----------+
 | GRADUATE RECORD EXAM (GRE) GENERAL EXAM             |     1     |  MAY 93   |
 |    VERBAL: 600   QUANTITATIVE: 540   ANALYTICAL: 680|           |           |
 | GRE SUBJECT #1: biology                             |     1     |  MAY 93   |
 | GRE SUBJECT #2: -----                               |     2     |  --- --   |
 | MILLER'S ANALOGY TEST                               |     2     |  --- --   |
 | DENTAL ADMISSIONS TEST                              |     2     |  --- --   |
 | GRADUATE MANAGEMENT ADMISSIONS TEST (GMAT OR ATGSB) |     1     |  JAN 93   |
 | LAW SCHOOL ADMISSIONS TEST (LSAT)                   |     2     |  --- --   |
 | MEDICAL COLLEGE ADMISSIONS TEST (MCAT)              |     2     |  --- --   |
 +-----------------------------------------------------+-----------+-----------+
      USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
   PRESS F2 FOR HELP.  PRESS ALT-X WHEN DONE.  PRESS F12 FOR KEY DEFINITIONS.
```

===>

>H02A<
PRE-LOGIC:
If confirmed grad attendance, goto H02C.
READALL 1016
Have you ever applied, or do you intend to apply within the next year, to graduate school or other professional school giving an advanced professional degree (Law School, Medical School, Dental School)?

[r]INTERVIEWER: OTHER EXAMPLES TO USE AS PROMPTS INCLUDE "ADVANCED"[n]
[r]DEGREES (THAT IS, AFTER UNDERGRADUATE DEGREES) IN: DENTISTRY,[n]
[r]MEDICINE, CHIROPRACTIC, OPTOMETRY, OSTEOPATHY, PODIATRY,[n]
[r]THEOLOGY, VETERINARY MEDICINE, AND LAW[n]

[r]PLEASE DISTINGUISH BETWEEN "HAVE APPLIED" AND "INTEND TO APPLY"[n]
<1> YES, HAVE APPLIED [goto H02C]
<2> YES, INTEND TO APPLY WITHIN ONE YEAR
<3> NO, HAVE NOT APPLIED AND WILL NOT APPLY WITHIN ONE YEAR
<-8> DONT KNOW <-7> REFUSE
===> [goto I001]

>H02C<
READALL 1017
In total, to how many graduate/professional schools did you apply?

[r]INTERVIEWER, IF MORE THAN 50, ENTER 50[n]
NUMBER OF GRADUATE SCHOOLS APPLIED TO:
<1-15> [goto H02G]
<16-49> [goto H02E]
<50> 50 OR MORE [goto H02E]
<-7> REFUSE [goto H02G]
===>

>H02E<
ACTION 1018
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE. PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

>H02G<
READALL 1019
When did you first apply to any graduate/professional school?

[r]INTERVIEWER: THE DATE OF INTEREST IS WHEN "FORMAL" APPLICATION[n]
[r]WAS MADE. IF APPLICATION IS BEING FILLED OUT BUT NOT YET SENT,[n]
[r]ENTER THE CURRENT MONTH AND YEAR[n]
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DONT KNOW <-7> REFUSE
===>

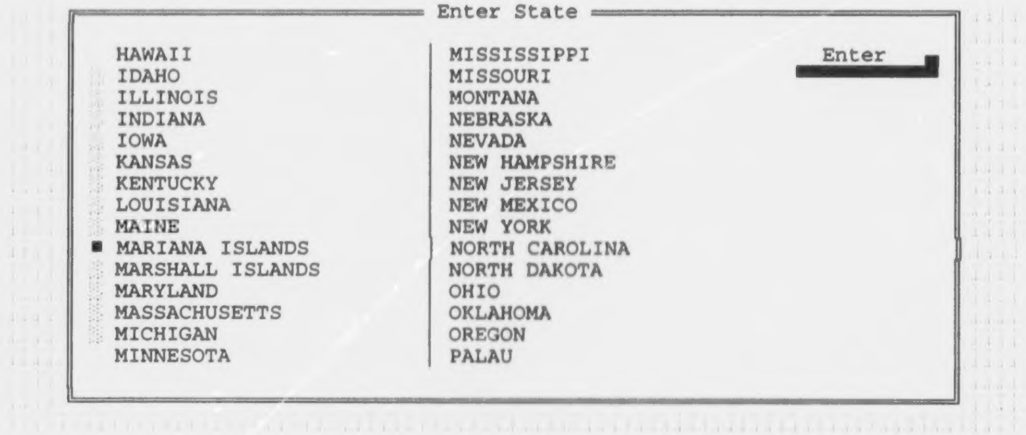
>H02H<
ACTION 1020
ENTER LAST TWO DIGITS OF YEAR:
<91-94>
<-8> DONT KNOW
<-7> REFUSE
===>

>H03A<
READALL 1021
What was the name of [fill your first choice school]?

[r]INTERVIEWER: IF RESPONSE IS ONE OF THE SCHOOLS LISTED BELOW, ENTER THE NUMBER OF THAT SCHOOL; OTHERWISE ENTER 12 AND THEN TYPE THE NAME OF THE SCHOOL IN THE SPACE THAT WILL APPEAR. IF YOU TYPE AN "NA" SCHOOL, YOU WILL BE RETURNED TO THIS SCREEN.[n]
<1> [fill SCHOOL NAME; NA IF NOT APPLICABLE]
<2> [fill SCHOOL NAME; NA IF NOT APPLICABLE]
<3> [fill SCHOOL NAME; NA IF NOT APPLICABLE]
<4> [fill SCHOOL NAME; NA IF NOT APPLICABLE]
<5> [fill SCHOOL NAME; NA IF NOT APPLICABLE]
<6> [fill SCHOOL NAME; NA IF NOT APPLICABLE]
<7> [fill SCHOOL NAME; NA IF NOT APPLICABLE]
<8> [fill SCHOOL NAME; NA IF NOT APPLICABLE]
<9> [fill SCHOOL NAME; NA IF NOT APPLICABLE]
<10> [fill SCHOOL NAME; NA IF NOT APPLICABLE]
<11> [fill SCHOOL NAME; NA IF NOT APPLICABLE]
<12> GRADUATE SCHOOL NCT LISTED ABOVE <-7> REFUSE [goto H07A]
===>
POST-LOGIC:
If H03A=12 goto H03W. Else goto H03F.

>H03W<
ACTION 1029
(ENTER NAME OF SCHOOL BELOW ... UP TO 50 CHARACTERS)
****
===>

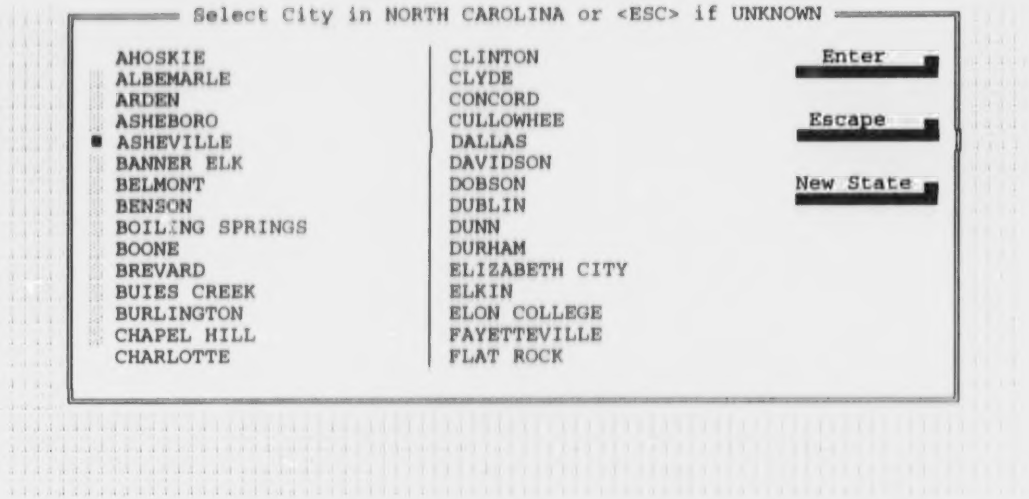
>H03b<
EXIT 1030
In what city and state is [fill SCHOOL NAME]
located?



Enter State

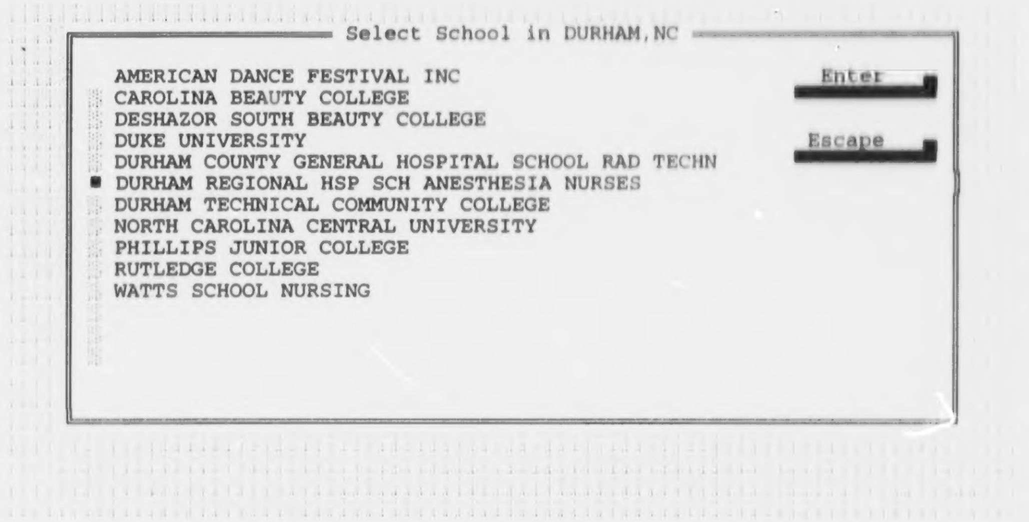
HAWAII
IDAHO
ILLINOIS
INDIANA
IOWA
KANSAS
KENTUCKY
LOUISIANA
MAINE
MARIANA ISLANDS
MARSHALL ISLANDS
MARYLAND
MASSACHUSETTS
MICHIGAN
MINNESOTA

MISSISSIPPI
MISSOURI
MONTANA
NEBRASKA
NEVADA
NEW HAMPSHIRE
NEW JERSEY
NEW MEXICO
NEW YORK
NORTH CAROLINA
NORTH DAKOTA
OHIO
OKLAHOMA
OREGON
PALAU



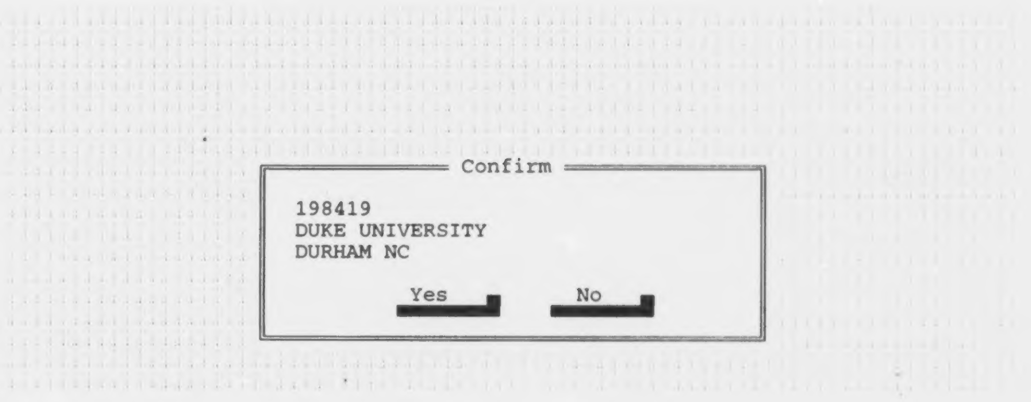
Select City in NORTH CAROLINA or <ESC> if UNKNOWN

AHOSKIE
ALBEMARLE
ARDEN
ASHEBORO
■ ASHEVILLE
BANNER ELK
BELMONT
BENSON
BOILING SPRINGS
BOONE
BREVARD
BUIES CREEK
BURLINGTON
CHAPEL HILL
CHARLOTTE
CLINTON
CLYDE
CONCORD
CULLOWHEE
DALLAS
DAVIDSON
DOBSON
DUBLIN
DUNN
DURHAM
ELIZABETH CITY
ELKIN
ELON COLLEGE
FAYETTEVILLE
FLAT ROCK



Select School in DURHAM,NC

AMERICAN DANCE FESTIVAL INC
CAROLINA BEAUTY COLLEGE
DESHAZOR SOUTH BEAUTY COLLEGE
DUKE UNIVERSITY
DURHAM COUNTY GENERAL HOSPITAL SCHOOL RAD TECHN
■ DURHAM REGIONAL HSP SCH ANESTHESIA NURSES
DURHAM TECHNICAL COMMUNITY COLLEGE
NORTH CAROLINA CENTRAL UNIVERSITY
PHILLIPS JUNIOR COLLEGE
RUTLEDGE COLLEGE
WATTS SCHOOL NURSING



Confirm

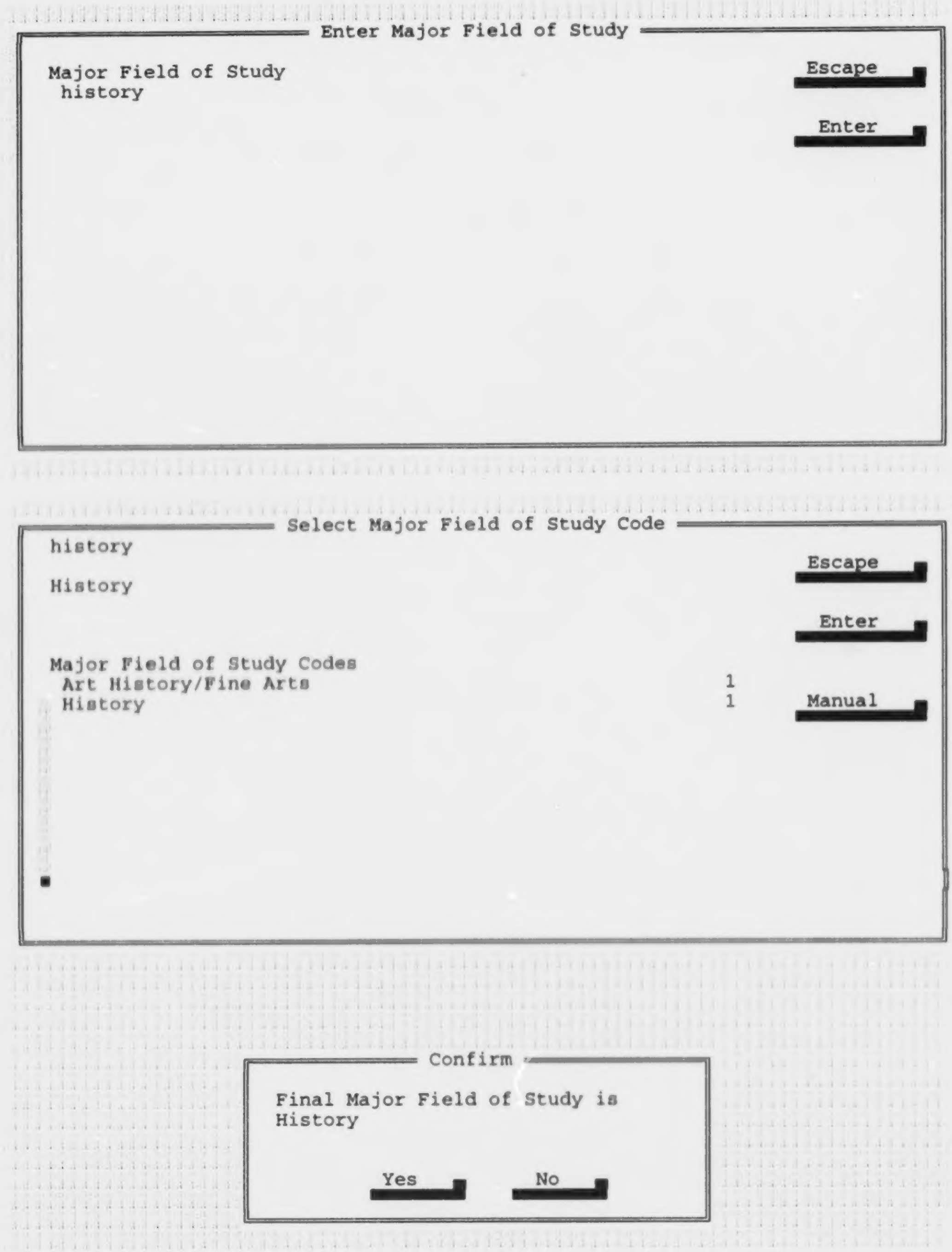
198419
DUKE UNIVERSITY
DURHAM NC

===>

>H03F<

EXIT 1023

What (is)/(was) your planned graduate/professional major or field of study at [fill SCHOOL NAME]?



Enter Major Field of Study

Major Field of Study
history

Select Major Field of Study Code

history

History

Major Field of Study Codes

Art History/Fine Arts	1
History	1

Confirm

Final Major Field of Study is
History

Escape
Enter
Escape
Enter
Manual
Yes
No

===>

>H03I<
READALL 1025
Did you apply for financial aid of any type for your graduate studies
at [fill SCHOOL NAME]?

[r]INTERVIEWER, AS PROMPTS, THIS INCLUDES STUDENT LOANS {BUT NOT[n]
[r]LOANS FROM PARENTS, RELATIVES, OR FRIENDS}, GRANTS, WORK-STUDY[n]
[r]SCHOLARSHIPS, ASSISTANTSHIPS, OR FELLOWSHIPS,[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>H03K<
READALL 1026
Were you accepted for admission to graduate/professional school at
[fill SCHOOL NAME]?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>H03M<
PRE-LOGIC:
If H03K=2 goto H03N.
READALL 1027
Were you offered any form of financial aid for your graduate/
professional studies at [fill SCHOOL NAME]?

[r]INTERVIEWER, AS PROMPTS, THIS INCLUDES LOANS, GRANTS, WORK-STUDY[n]
[r]SCHOLARSHIPS, ASSISTANTSHIPS, OR FELLOWSHIPS,[n]
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>H03N<
ACTION 1028
[r]INTERVIEWER: ONCE YOU PASS THIS SCREEN, YOU WILL BE LOCKED OUT[n]
[r]OF ANY FURTHER REVISION OF INFORMATION ON FIRST CHOICE GRADUATE[n]
[r]SCHOOL. NEEDED CHANGES MUST BE MADE BEFORE MOVING ON.[n]
ENTER <1> TO CONTINUE
===>

>H07A<
PRE-LOGIC:
If no confirmed grad school attended, goto I001.
READALL 1042
During your first year of (graduate/professional) school, did you
receive any financial assistance from your parents or other relatives?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

Section I: Public Service

>I001<
READALL 1044
The next few questions are about your experiences in public affairs and public service.
ENTER <1> TO CONTINUE
===>

>I01A<
PRE-LOGIC:
If A13A=2 goto I01G (not U.S. citizen).
If no preload "registered to vote" indicator, goto I01B.
READALL 1045
Are you [fill "still" IF APPLICABLE] registered to vote?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===> [goto I01C]

>I01B<
READALL 1046
Are you, or have you ever been, registered to vote?
[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES UNLESS NEEDED AS[n]
[r]PROMPTS. ASK QUESTION AND ENTER APPROPRIATE CATEGORY FOR THE[n]
[r]RESPONSE; PROBING AS NECESSARY. IF RESPONSE CANNOT BE READILY[n]
[r]CATEGORIZED, VERIFY YOUR CODED ANSWER WITH RESPONDENT.[n]
<1> YES, CURRENTLY REGISTERED
<2> YES, BUT NOT CURRENTLY REGISTERED
<3> NO, NEVER REGISTERED
<4> NO, NOT ELIGIBLE
<-8> DON'T KNOW
<-7> REFUSE
===>

>I01C<
PRE-LOGIC:
If I01B>2 goto I01G.
READALL 1047
Have you voted in any local, state, or national election since February 1992?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>I01D<
PRE-LOGIC:
If I01C=2 goto I01G.
READALL 1048
Did you vote in the 1992 Presidential election?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>I01H<
READALL 1049
[r]INTERVIEWER: READ EACH LINE AS IT IS HIGHLIGHTED, AND ENTER APPROPRIATE RESPONSE. ENTER 99 WHEN DONE.[n]

In the last two years, did you ...
*a. go to any political meetings, rallies, or dinners
(or things like that)? [n] [r]*[n]*
b. talk to any people about why they should vote for
a given political party or candidate(s)? [n] [r]*[n]*
c. wear a campaign button or put a campaign sticker on
your car? [n] [r]*[n]*
d. give any money or other financial support for the
campaign of any political party or candidate? [n] [r]*[n]*
e. give any time or money to community action groups
or political action groups? [n] [r]*[n]*
f. write letters to any public official to express
your opinion? [n] [r]*[n]*

<1> YES <2> NO <-7> REFUSE [r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto I01J]
===>

>I01J<
ACTION 1050
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e><F,f>
===>

>I01L<
ACTION 1051
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto I01H]

>I01M<
ACTION 1052
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto I01H]

>I01N<
ACTION 1053
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto I01H]

>I02A<
READALL 1054
During the past two years (from the start of 1992 to present), have you
performed volunteer or community service work, other than court-ordered work?

[r]EXAMPLES ARE PTA, LITTLE LEAGUE, SCOUTS, SERVICE CLUBS, CHURCH[n]
[r]GROUPS, SOCIAL ACTION GROUPS, ETC.[n]
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>I02B<
PRE-LOGIC:
If I02A^=1 goto J001.
READALL 1055
How much (all, some, none) of this volunteer or community service work
was required by one of your classes?
<1> ALL <2> SOME <3> NONE <-8> DON'T KNOW <-7> REFUSE
===>

>I02C<
READALL 1056
How much was required by membership in an organization, sorority, or
fraternity?
<1> ALL <2> SOME <3> NONE <-8> DON'T KNOW <-7> REFUSE
===>

>I02D<
READALL 1057
How much was strictly voluntary?
<1> ALL <2> SOME <3> NONE <-8> DON'T KNOW <-7> REFUSE
===>

>I02F<
PRE-LOGIC:
If I02D^=1 and I02D^=2 goto I03A.
READALL 1058
What was the [r]primary[n] reason you have done strictly voluntary
community service work?

[r]INTERVIEWER: DO NOT READ RESPONSES UNLESS NEEDED AS PROMPTS.[n]
<1> FRIENDS INVOLVED; TO MAKE NEW FRIENDS
<2> WAS ASKED BY PARENTS, FAMILY, FRIENDS, OR ORGANIZATION
<3> WANTED TO; ENJOY IT; TO HELP OTHERS; SENSE OF DUTY/OBLIGATION
<4> TO GAIN EXPERIENCE, TRAINING, OR SKILLS; TO LEARN ABOUT FIELD
<5> TO GET OR QUALIFY FOR SCHOLARSHIP OR OTHER FINANCIAL ASSISTANCE
<6> OTHER (SPECIFY BELOW) [goto I02G]
<-7> REFUSE
===> [goto I03]

>I02G<
ACTION 1059
(SPECIFY BELOW ... UP TO 40 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

>I03A<
READALL 1060
What types of volunteer or community organizations were you involved
with in this work?
[r]INTERVIEWER: DO NOT READ RESPONSE ALTERNATIVES, UNLESS NEEDED AS[n]
[r]PROMPTS OR FOR VERIFICATION. THIS IS A "TOGGLE" QUESTION.[n]
[r]PROMPT WITH[n] "Any others?" [r]BEFORE EXITING WITH A 99.[n]
[r]CODE ALL THAT APPLY:[n] *
<1> A YOUTH ORGANIZATION, SUCH AS LITTLE LEAGUE OR SCOUTS [r]*[n]*
<2> SERVICE ORGANIZATIONS, SUCH AS ROTARY OR JUNIOR CHAMBER OF
COMMERCE [r]*[n]*
<3> POLITICAL CLUBS OR ORGANIZATIONS [r]*[n]*
<4> CHURCH OR CHURCH-RELATED GROUPS (NOT COUNTING WORSHIP SERVICES) [r]*[n]*
<5> COMMUNITY CENTERS, NEIGHBORHOOD IMPROVEMENT, OR SOCIAL-ACTION
ASSOCIATIONS OR GROUPS [r]*[n]*
<6> ORGANIZED VOLUNTEER GROUP IN A HOSPITAL OR NURSING HOME [r]*[n]*
<7> EDUCATIONAL ORGANIZATIONS SUCH AS PTA [r]*[n]*

<8> OTHER [r]*[n]*
[r]<99> ALL DONE[n] [goto I03M]
===>

>I03N<
ACTION 1061
[r]YOU MUST ENTER AT LEAST ONE "YES" TO EXIT THIS SCREEN![n]
ENTER <1> TO CONTINUE
===> [goto I03A]

>I04A<
READALL 1062
Are you currently doing any volunteer or community service work
[r]other than court ordered[n]?
<1> YES
<2> NO
<-8> DONT KNOW
<-7> REFUSE
===>

>I05A<
PRE-LOGIC:
If I04A^=1 goto J001.
READALL 1063
Approximately how many hours per week, [r]on the average[n], do you
perform volunteer or community service work?
HOURS PER WEEK:
<1-49>
<50> 50 OR MORE HOURS
<-8> DONT KNOW <-7> REFUSE
===>

>I05B<
ACTION 1064
[r]INTERVIEWER: SCREEN RESPONSES NOT IN EXPECTED RANGE. PLEASE[n]
[r]VERIFY WITH RESPONDENT AND INDICATE BELOW WHETHER CORRECT OR NOT[n]
<1> RESPONSE WAS CORRECT
<2> RESPONSE WAS NOT CORRECT
===>

Section J: Locator Information

>J001<

READALL 1065

We are almost finished, but I need to ask a few more questions to help us keep in touch with you for the third follow-up in about two years. This information will be kept strictly confidential, as we explained earlier.
ENTER <1> TO CONTINUE
===>

>J01A<
PRE-LOGIC:
If no preload other contact, goto J01E.

READALL 1066

You previously told us that
[fill FIRST CONTACT NAME] * *
was someone who would always know how to get in touch with you.
Is this still correct?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>J01C<

EXIT 1067

I would like to verify the name, address, and telephone number of this person.

```
NAME, ADDRESS, AND/OR PHONE NUMBER USER EXIT                   EXIT        5001

                      CONTACT PERSON'S NAME, ADDRESS, PHONE #

                 ================ NAME ================
                 | Sarah              P        Doe              |
                 |     (FIRST)     (INITIAL)          (LAST)    |
                 ================================================

                 ============== ADDRESS ================
                 |       123 Main Street                        |
                 |               (STREET ADDRESS, LINE 1)       |
                 |                                              |
                 |               (STREET ADDRESS, LINE 2)       |
                 |                                              |
                 |   AnyTown                  MD     20800-     |
                 |           (CITY)          (STATE)  (ZIP CODE)|
                 ================================================

                 ============ PHONE NUMBER ============
                 |              (301) 555-1212                  |
                 ================================================

         USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
       F5 = NO TELEPHONE,  F2 = HELP,  ALT-X = DONE,  F12 = KEY DEFINITIONS.


===>
```

>J02A<
PRE-LOGIC:
If no preload relationship or different other contact goto J02C.
READALL 1070
You told us before that this person is your
[fill FIRST CONTACT RELATIONSHIP].
Is that correct?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>J02C<
PRE-LOGIC:
If J02A=1 goto J02E.
READALL 1071
What is this person's relationship to you?
<1> MOTHER/FEMALE GUARDIAN
<2> FATHER/MALE GUARDIAN
<3> SISTER/BROTHER
<4> SPOUSE OR FORMER SPOUSE
<5> OTHER RELATIVE, INCLUDING IN-LAWS
<6> FRIEND
<7> EMPLOYER; OTHER
<-8> DON'T KNOW <-7> REFUSE
===>

>J02E<
PRE-LOGIC:
If J01A=1 or no preload "other contact" info, goto J04A.
ACTION 1072
[r]INTERVIEWER: BASED ON ANY CONVERSATIONS AND PREVIOUS DATA[n]
[r]COLLECTION/CHANGES ABOUT THIS CONTACT PERSON, DOES IT APPEAR[n]
[r]THAT HE/SHE IS THE SAME PERSON OR A DIFFERENT PERSON FROM THE[n]
[r]PRELOAD PERSON?[n] **** SEE HELP SCREEN FOR EXAMPLES. ****
<1> DEFINITELY SAME PERSON
<2> DEFINITELY TWO DIFFERENT PEOPLE
<-8> DON'T KNOW
===>

>J04A<
PRE-LOGIC:
If preload mother deceased or if mother info provided in J01, goto J05A.
READALL 1073
I would like to verify information about your mother or female
guardian. Is she living and in sufficiently good health for us to
contact her?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>J04C<
PRE-LOGIC:
If J04A^=1 goto J05A.
EXIT 1074
I would like to confirm the contact information about your mother/female guardian *.

```
NAME, ADDRESS, AND/OR PHONE NUMBER USER EXIT                   EXIT       5001

                 MOTHER'S/FEMALE GUARDIAN'S ADDRESS/PHONE

          ============================ NAME ============================
          | Amy                      A     Public                         |
          |     (FIRST)      (INITIAL)             (LAST)                 |
          =================================================================

          ============================ ADDRESS =========================
          |     123 Main Street                                           |
          |             (STREET ADDRESS, LINE 1)                          |
          |                                                               |
          |             (STREET ADDRESS, LINE 2)                          |
          |                                                               |
          |   AnyTown                            MI      48104-           |
          |             (CITY)                 (STATE)  (ZIP CODE)        |
          =================================================================

          ======================== PHONE NUMBER ========================
          |                     (313) 555-1212                            |
          =================================================================
      USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
    F5 = NO TELEPHONE,  F2 = HELP,  ALT-X = DONE,  F12 = KEY DEFINITIONS.
===>
```

>J05A<
PRE-LOGIC:
If preload father deceased or father info provided in J01, goto J06A.
READALL 1076
I would like to verify information about your father or male guardian. Is he living and in sufficiently good health for us to contact him?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>J05C<
PRE-LOGIC:
If J05A^=1 goto J06A. If J04A^=1 or J04C=-7 goto J05E.
READALL 1077
Is the address for your father/male guardian the same as that you just gave us for your mother/female guardian?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>J05E<

EXIT 1078

I would like to confirm the contact information about your father/ male guardian *.

```
NAME, ADDRESS, AND/OR PHONE NUMBER USER EXIT                    EXIT        5001

                 FATHER'S/MALE GUARDIAN'S NAME/ADDR./PHONE INFO

              ================= NAME ===================
              John               Q      Public, Sr.
                  (FIRST)     (INITIAL)          (LAST)

              ================ ADDRESS =================
                   123 Main Street
                           (STREET ADDRESS, LINE 1)


                           (STREET ADDRESS, LINE 2)

                AnyTown                     MI     48104-
                          (CITY)          (STATE)  (ZIP CODE)

              ============== PHONE NUMBER ==============
                           (313) 555-1212

     USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
   F5 = NO TELEPHONE,  F2 = HELP,  ALT-X = DONE,  F12 = KEY DEFINITIONS.
===>
```

>J06A<

PRE-LOGIC:

If no "2nd contact" info needed, goto J08A. If J02E=1 goto J06D (1st contact same as preload).

ACTION 1080

INTERVIEWER: EARLIER IN THIS SECTION, R. IDENTIFIED
[r][fill FIRST CONTACT NAME] * *[n], HIS/HER
[r][fill RELATIONSHIP][n], AS A CONTACT PERSON.
IN THE LAST STUDY THIS R. ALSO IDENTIFIED A 2ND CONTACT PERSON,
[r][fill SECOND CONTACT NAME] * *[n], HIS/HER
[r][fill RELATIONSHIP][n]. BASED ON THIS
INFORMATION AND CONVERSATIONS WITH R. SO FAR, PLEASE INDICATE
BELOW WHETHER YOU THINK THAT THESE ARE THE SAME PEOPLE.

**** SEE HELP SCREEN FOR EXAMPLES ****

<1> DEFINITELY SAME PERSON
<2> DEFINITELY TWO DIFFERENT PEOPLE
<-8> DON'T KNOW
===>

>J06D<
PRE-LOGIC:
If J06A=1 goto J06G.

```
                                 EXIT    1081
NAME, ADDRESS, AND/OR PHONE NUMBER USER EXIT                      EXIT        5001

                         NAME/ADDRESS/PHONE FOR 2ND CONTACT PERSON

               ═══════════════════════════ NAME ═══════════════════════
               George              F          Person
                   (FIRST)      (INITIAL)           (LAST)

               ══════════════════════════ ADDRESS ═════════════════════
                    456 Main Street
                            (STREET ADDRESS, LINE 1)

                            (STREET ADDRESS, LINE 2)

                 AnyTown                      VA     22000-
                           (CITY)            (STATE)  (ZIP CODE)

               ═══════════════════════ PHONE NUMBER ═══════════════════
                                     (703) 555-1212

          USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
       F5 = NO TELEPHONE,  F2 = HELP,  ALT-X = DONE,  F12 = KEY DEFINITIONS.
===>
```

>J07A<
PRE-LOGIC:
If no preload 2nd contact relationship, goto J07C.

READALL 1084

You told us before that this person is your
[fill FIRST CONTACT RELATIONSHIP].
Is that correct?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>J07C<
PRE-LOGIC:
If J07A=1 goto J08A.

READALL 1085

What is this person's relationship to you?
<3> SISTER/BROTHER
<4> SPOUSE OR FORMER SPOUSE
<5> OTHER RELATIVE, INCLUDING IN-LAWS
<6> FRIEND
<7> EMPLOYER; OTHER
<-8> DON'T KNOW <-7> REFUSE
===>

>J08A<

READALL 1086

Is the number you are speaking from the phone number where you
currently live?

[r]INTERVIEWER: WHAT WE ARE LOOKING FOR HERE IS WHETHER THIS IS THE[n]
[r]"CURRENT ADDRESS" TELEPHONE NUMBER. IF THIS IS OBVIOUS OR[n]

[r]DETERMINED FROM CONTEXT OF PRIOR DISCUSSIONS, FILL IN WITHOUT[n]
[r]ASKING OR POSE QUESTION AS A VERIFICATION.[n]

[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>J08B<
PRE-LOGIC:
If not a call-in, goto J08H.
EXIT 1087
What is the area code and number of the telephone you are now using?

```
NAME, ADDRESS, AND/OR PHONE NUMBER USER EXIT                     EXIT       5001

                    PHONE NUMBER FROM WHICH RESPONDENT CALLED

              ======================= PHONE NUMBER =======================
              |                      (919) 555-1212                      |
              ============================================================

       USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
    F5 = NO TELEPHONE,  F2 = HELP,  ALT-X = DONE,  F12 = KEY DEFINITIONS.
===>
```

>J08H<
PRE-LOGIC:
If J08A=1 goto J08J.
READALL 1089
Who does the telephone from which you are speaking belong to?

[r]INTERVIEWER: FILL IN ALPHA BELOW. WE WANT NAME (IF APPLICABLE)[n]
[r]WITH SPELLING VERIFIED, AS WELL AS AN INDICATION OF RELATIONSHIP[n]
[r](E.G., FRIEND, RELATIVE, NEIGHBOR, WORK).[n]
(SPECIFY BELOW ... UP TO 40 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

>J08J<
EXIT 1090
I would now like to verify the exact spelling of your name and your current address *.

```
NAME, ADDRESS, AND/OR PHONE NUMBER USER EXIT                     EXIT       5001

                    RESPONDENT'S LOCAL ADDRESS/PHONE INFORMATION

              ============================ NAME ============================
              | John                  Q      Public                        |
              |     (FIRST)      (INITIAL)           (LAST)                |
              ==============================================================

              =========================== ADDRESS ==========================
              |       123 Main Street                                      |
              |               (STREET ADDRESS, LINE 1)                     |
              |                                                            |
              |               (STREET ADDRESS, LINE 2)                     |
              |                                                            |
              |  AnyTown                         NC     27600-             |
              |          (CITY)                (STATE)  (ZIP CODE)         |
              ==============================================================
                 PHONE NUMBER
                (919) 555-1212

      USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
    F5 = NO TELEPHONE,  F2 = HELP,  ALT-X = DONE,  F12 = KEY DEFINITIONS.
===>
```

>J08L<

READALL 1092

Do you think it is likely that you will be at this address in two years?

[r]INTERVIEWER: IF THIS IS OBVIOUS OR DETERMINED FROM CONTEXT OF[n]
[r]PRIOR DISCUSSIONS, FILL IN WITHOUT ASKING OR POSE QUESTION AS A[n]
[r]VERIFICATION. (E.G., IF R. HAS INDICATED THAT HE/SHE IS TAKING[n]
[r]A JOB IN ANOTHER PART OF THE COUNTRY OR LIVING IN SCHOOL-[n]
[r]PROVIDED HOUSING BUT FINISHING SCHOOL WITHIN A YEAR, IT IS[n]
[r]FAIRLY OBVIOUS THAT HE/SHE WILL NOT BE THERE IN TWO YEARS.)[n]

<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>J09A<

READALL 1093

Is your current address also your permanent address?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>J09C<
PRE-LOGIC:
If J09A=1 goto J10A.

READALL 1094

Is your permanent address and telephone number the same as an address and phone number you've given me so far in this interview?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

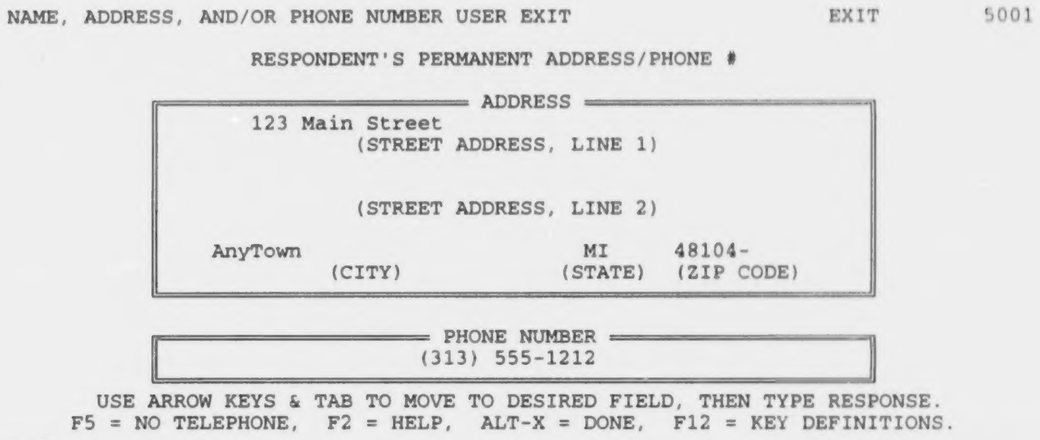
>J09E<
PRE-LOGIC:
If J09C^=1 goto J09H.

READALL 1095

Which of the addresses that you have already given me is your permanent address?
[r]INTERVIEWER: DON'T READ OPTIONS UNLESS NEEDED AS PROMPTS. CHOICES (4) AND (5) ARE FILLS OF 1ST AND 2ND CONTACT NAMES; IF BLANK, IGNORE CHOICE. CHOICES (6) AND (7) ARE ESCAPES, IF YOU REACHED SCREEN IN ERROR.[n] DON'T ENTER CHOICE FOR WHICH R. GAVE INCOMPLETE INFORMATION (INCLUDING DEAD MOM OR DAD); IN SUCH CASES, ENTER "NONE" INSTEAD.
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> MOTHER'S/FEMALE GUARDIAN'S
<2> FATHER'S/MALE GUARDIAN'S
<3> CURRENT ADDRESS
<4> [fill FIRST CONTACT NAME] * *
<5> [fill SECOND CONTACT NAME] * *

<6> HAVE NO PERMANENT ADDRESS
<7> PERMANENT ADDRESS DIFFERENT FROM ANY OF ABOVE
<-7> REFUSE
===>
POST-LOGIC:
Goto J10A.

>J09H<
EXIT 1096
I would now like to verify your permanent address and telephone number.



```
NAME, ADDRESS, AND/OR PHONE NUMBER USER EXIT                  EXIT        5001

                   RESPONDENT'S PERMANENT ADDRESS/PHONE #

               ================= ADDRESS ==================
                   123 Main Street
                        (STREET ADDRESS, LINE 1)


                        (STREET ADDRESS, LINE 2)

                 AnyTown                     MI     48104-
                      (CITY)               (STATE)  (ZIP CODE)

               ============== PHONE NUMBER ================
                                (313) 555-1212

    USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
  F5 = NO TELEPHONE,  F2 = HELP,  ALT-X = DONE,  F12 = KEY DEFINITIONS.
===>
```

>J10A<
PRE-LOGIC:
If no preload nickname, goto J10C.
READALL 1098
When we last spoke, you told us that you were also known as
[fill NICKNAME] by your friends, relatives,
or neighbors. Is there some other name you are known by now?

[r]INTERVIEWER: DO NOT READ RESPONSE OPTIONS UNLESS NEEDED AS[n]
[r]PROMPTS; BUT BE SURE TO DISTINGUISH BETWEEN THE TWO TYPES OF[n]
[r]"NO" RESPONSES.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES, HAVE NEW/DIFFERENT NICKNAME/MAIDEN NAME [goto J10E]
<2> NO, SAME NICKNAME OR MAIDEN NAME [goto J11A]
<3> NO, NO NICKNAME OR MAIDEN NAME NOW
<-7> REFUSE [goto J11A]
===>

>J10C<
READALL 1099
Do your friends, relatives, or neighbors know you by any name other
than your legal name, for example a nickname (or maiden name)?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>J10E<
PRE-LOGIC:
If J10C^=1 goto J11A.
READALL 1100
What other name are you known by?

[r]INTERVIEWER: IF MORE THAN ONE OTHER NAME, ASK FOR MOST WIDELY[n]
[r]USED OTHER NAME. ALSO VERIFY SPELLING OF NAME.[n]
(SPECIFY BELOW ... UP TO 30 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

>J11A<
PRE-LOGIC:
If not married as of 2/94, goto J12A.
EXIT 1101
I would like to verify the correct spelling of your spouse's name.

```
NAME, ADDRESS, AND/OR PHONE NUMBER USER EXIT                    EXIT        5001

                              SPOUSE'S FULL NAME

              ================= NAME =================================
              Dawn                  S       Public
                   (FIRST)      (INITIAL)             (LAST)
              =========================================================

        USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
      F5 = NO TELEPHONE,  F2 = HELP,  ALT-X = DONE,  F12 = KEY DEFINITIONS.
===>
```

>J12A<
PRE-LOGIC:
If no preload SSN goto J12C.
READALL 1103
When we last spoke, you told us your Social Security Number was
[fill PRELOAD SSN]. Is that still correct?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>J12C<
PRE-LOGIC:
If J12A=1 or J12A=-7 goto J13A.
READALL 1104
What is your Social Security Number?

[r]INTERVIEWER: IF R. CLAIMS NOT TO KNOW THIS, ASK HIM/HER TO[n]
[r]PLEASE GET THE SS CARD AND READ YOU THE NUMBER. VERIFY NUMBER[n]
[r]WITH RESPONDENT AFTER ENTERING![n]
<001000000-728999999> ENTER RESPONDENT'S 9-DIGIT SOCIAL SECURITY NUMBER
<-1> NO SOCIAL SECURITY NUMBER
<-7> REFUSE
<-8> DON'T KNOW
===>

>J13A<
PRE-LOGIC:
If no preload driver's license info, goto J13B.
READALL 1105
When we last spoke, you told us that your drivers' license was issued in [fill STATE]. Is that still correct?

[r]INTERVIEWER: DO NOT READ RESPONSE OPTIONS UNLESS NEEDED AS[n]
[r]PROMPTS; BUT BE SURE TO DISTINGUISH BETWEEN THE TWO "NO"[n]
[r]RESPONSES. REMEMBER THAT "FC" MEANS FOREIGN COUNTRY.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES [goto J13G]
<2> NO, ISSUED IN A DIFFERENT STATE OR COUNTRY
<3> NO, NO LONGER HAVE DRIVER'S LICENSE [goto K001]
<-7> REFUSE [goto K001]
===> [goto J13C]

>J13B<
READALL 1106
Do you currently have a drivers' license?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>J13C<
PRE-LOGIC:
If J13B=2 or J13B=-7 goto section K (completed interview).
EXIT 1107
In what state was your drivers' license issued?

```
================================ SELECT STATE: ================================
  AL Alabama              MN Minnesota            VT Vermont
  AK Alaska               MS Mississippi          VA Virginia
  AZ Arizona              MO Missouri             WA Washington
  AR Arkansas             MT Montana              WV West Virginia
  CA California           NE Nebraska             WI Wisconsin
  CO Colorado             NV Nevada               WY Wyoming
  CT Connecticut          NH New Hampshire        DC District of Columbia
  DE Delaware             NJ New Jersey
  FL Florida              NM New Mexico           AS American Samoa
  GA Georgia              NY New York             FM Fed St of Micronesia
  HI Hawaii               NC North Carolina       GU Guam
  ID Idaho                ND North Dakota         MH Marshall Islands
  IL Illinois             OH Ohio                 MP North Mariana Island
  IN Indiana              OK Oklahoma             PW Palau Island
  IA Iowa                 OR Oregon               PR Puerto Rico
  KS Kansas               PA Pennsylvania         VI Virgin Islands
  KY Kentucky             RI Rhode Island         CN Canada
  LA Louisiana            SC South Carolina       MX Mexico
  ME Maine                SD South Dakota         FC Foreign Country Code
  MD Maryland             TN Tennessee
  MA Massachusetts        TX Texas                DK Don't know
  MI Michigan             UT Utah                 RE Refuse

   USE ARROW KEYS TO HIGHLIGHT DESIRED STATE, THEN PRESS F1 TO SELECT IT.
```
===>

>J13G<
PRE-LOGIC:
If preload driver's license number missing or J13A^=1, goto J13I.
READALL 1109
When we last spoke, you told us that your drivers' license number was [fill LICENSE NUMBER]. Is that number still correct?

[r]INTERVIEWER: IF R. CLAIMS NOT TO KNOW WHETHER OR NOT CORRECT,[n]
[r]ASK HIM/HER TO PLEASE GET THE LICENSE AND VERIFY THE NUMBER.[n]
[r]VERIFY NUMBER CAREFULLY!!![n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>J13I<
PRE-LOGIC:
If J13G=1 or J13G=-7, goto section K (completed interview).
READALL 1110
May I have your drivers' license number?

[r]INTERVIEWER: IF R. CLAIMS NOT TO KNOW THIS, ASK HIM/HER TO[n]
[r]PLEASE GET THE LICENSE AND READ THE NUMBER TO YOU. BE SURE TO[n]
[r]VERIFY NUMBER YOU HAVE ENTERED.[n]
(SPECIFY BELOW ... UP TO 20 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

Section K: Interview Completion Screens

>K010<
PRE-LOGIC:
Initially, 20% of those interviewed were selected for reint based on pre-assigned random number. Proportion reduced until 200 selected and agreed to reint. If not selected, goto K075.

READALL 1111

You have been randomly selected by our computer for quality control interviewing. We would like to call you back in a few weeks and go over a small number of your responses. The purpose of this second shorter interview is to determine how reliably we entered your responses. When is typically the best time to call?

INTERVIEWER: ENTER (1) FIRST UNLESS RESPONDENT EXPLICITLY REFUSES TO PARTICIPATE. [r]DO NOT ASK RESPONDENT WHETHER HE/SHE WILL PARTICIPATE![n]
[r]ENTER <1> TO CONTINUE[n] (RESPONDENT DOES NOT REFUSE TO PARTICIPATE)
<-7> REFUSES TO PARTICIPATE
===>

>K015<
PRE-LOGIC:
If K010^=1 goto K075.

ACTION 1112

Are weekdays or weekends more convenient?
<1> WEEKDAYS (MONDAY-FRIDAY)
<2> WEEKENDS (SATURDAY-SUNDAY)
<0> NO PREFERENCE
===>

>K016<

ACTION 1113

What time of day is usually the best ...
<1> morning,
<2> afternoon, or
<3> evening (night)?
<0> NO PREFERENCE
===>

>K075<

READALL 1118

That completes the interview. Thank you for your assistance; your participation will help make this survey a success.

INTERVIEWER: YOU MAY NO LONGER USE THE F10 AND F11 KEYS NOW THAT THE INTERVIEW HAS BEEN COMPLETED. YOU MAY NOT MOVE BACK INTO THE INTERVIEW. NOTIFY YOUR TEAM LEADER IF YOU HAVE QUESTIONS/CONCERNS.
ENTER <1> TO CONTINUE
===> [goto ENSI]

>K100<

READALL 1119

That completes our interview for now, but we may need to get back in touch with you in a few weeks.

INTERVIEWER: YOU MAY NO LONGER USE THE F10 AND F11 KEYS NOW THAT THE INTERVIEW HAS BEEN COMPLETED. YOU MAY NOT MOVE BACK INTO THE INTERVIEW. NOTIFY YOUR TEAM LEADER IF YOU HAVE QUESTIONS/CONCERNS.
ENTER <1> TO CONTINUE
===> [goto K115]

```
>K115<
                                        READALL   1120
What is the most convenient day of the week and time to call back?
DAY OF WEEK:  <0> ANYTIME
<1> SUNDAY    <2> MONDAY   <3> TUESDAY   <4> WEDNESDAY
<5> THURSDAY   <6> FRIDAY   <7> SATURDAY
===>

>K120<
                                        ACTION    1121
TIME (HOUR):
<01-12>  (<0> ANYTIME)
===>

>K121<
                                        ACTION    1122
TIME (MINUTE):
<00-59>
===>

>K125<
                                        ACTION    1123
A.M. OR P.M.?
<A,a> A.M.   <P,p> P.M.
===>

>K200<
                                        READALL   1124
Thank you very much for your time.
ENTER <1> TO CONTINUE
===>  [goto TWR ]
```

Section M: Critical Item (Current Status) Information

>M01<
PRE-LOGIC:
Set of questions asked only of partial respondents who refuse to
answer items through jobs user exit.
READALL 8001
In February 1994, were you enrolled in any postsecondary school?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>M02<
READALL 8002
Were you working for pay in February 1994?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>M03<
READALL 8003
Have you received a specific degree or other formal award (e.g., license,
diploma, certificate) from any postsecondary institution?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>M04<
PRE-LOGIC:
If M03^=1 goto M075.
PARTALL 8004
What was your highest diploma or degree held?
<2> LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL CERTIFICATE OR DIPLOMA
<3> LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL LICENSE
<4> 2- OR 3-YEAR VOCATIONAL/OCCUPATIONAL DEGREE OR DIPLOMA
<5> 2- OR 3-YEAR ASSOCIATES VOCATIONAL/TECHNICAL DEGREE
<6> 2- OR 3-YEAR ASSOCIATES ACADEMIC DEGREE
<7> 4- OR 5-YEAR BACHELOR'S DEGREE
<8> POST-BACCALAUREATE CERTIFICATE
<9> MASTER'S DEGREE OR EQUIVALENT
<10> POST-MASTER'S CERTIFICATE
<11> MD, DDS, LLB, OR OTHER ADVANCED DEGREE (INCLUDES ADVANCED DEGREES IN DENTISTRY, MEDICINE, CHIROPRACTIC, OPTOMETRY, OSTEOPATHY, PODIATRY, THEOLOGY, VETERINARY MEDICINE, AND LAW)
<12> DOCTORATE DEGREE (PHD, EDD, DBA)
<-7> REFUSE
===>

>M05A<
READALL 8005
When did you receive this diploma or degree?
MONTH:
<1> JAN <2> FEB <3> MAR <4> APR <5> MAY <6> JUN
<7> JUL <8> AUG <9> SEP <10> OCT <11> NOV <12> DEC
<-8> DON'T KNOW <-7> REFUSE
===>

>M05B<

EXIT 8006

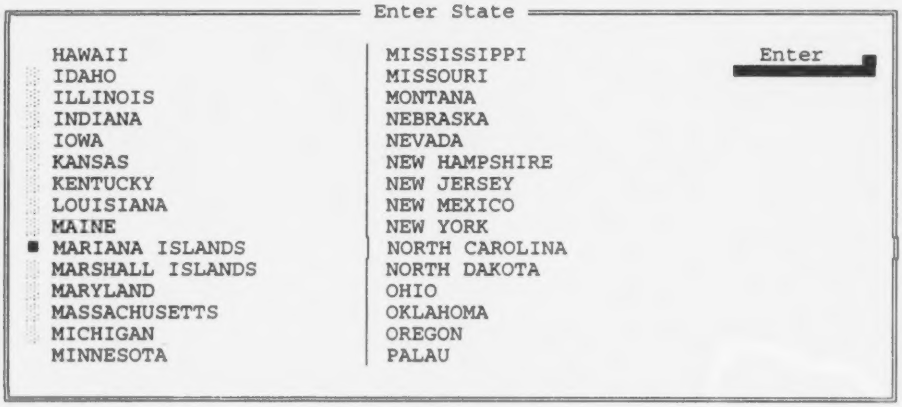
YEAR:
<89-94> ENTER LAST TWO DIGITS OF YEAR
<-8> DON'T KNOW <-7> REFUSE
===>

>M06A<

READALL 8007

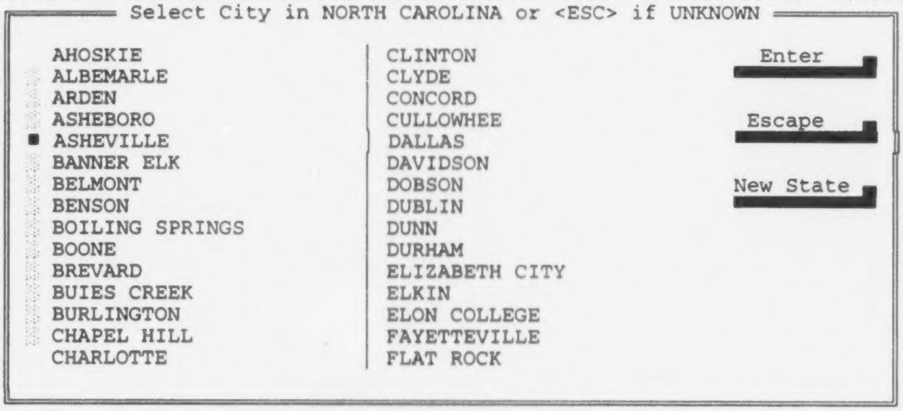
From what institution did you receive this diploma or degree?
(SPECIFY BELOW ... UP TO 50 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

>M06B<



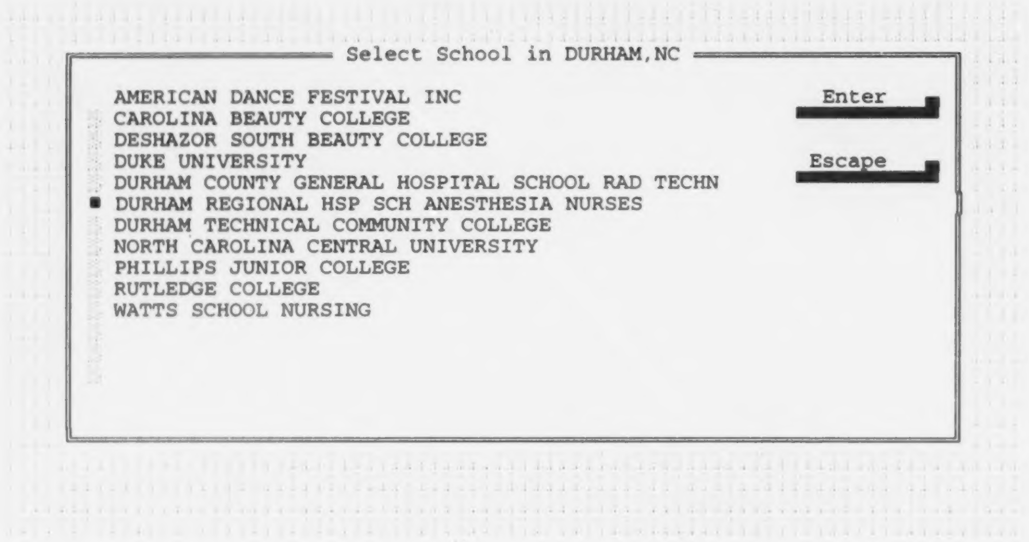
Enter State

HAWAII
IDAHO
ILLINOIS
INDIANA
IOWA
KANSAS
KENTUCKY
LOUISIANA
MAINE
■ MARIANA ISLANDS
MARSHALL ISLANDS
MARYLAND
MASSACHUSETTS
MICHIGAN
MINNESOTA
MISSISSIPPI
MISSOURI
MONTANA
NEBRASKA
NEVADA
NEW HAMPSHIRE
NEW JERSEY
NEW MEXICO
NEW YORK
NORTH CAROLINA
NORTH DAKOTA
OHIO
OKLAHOMA
OREGON
PALAU

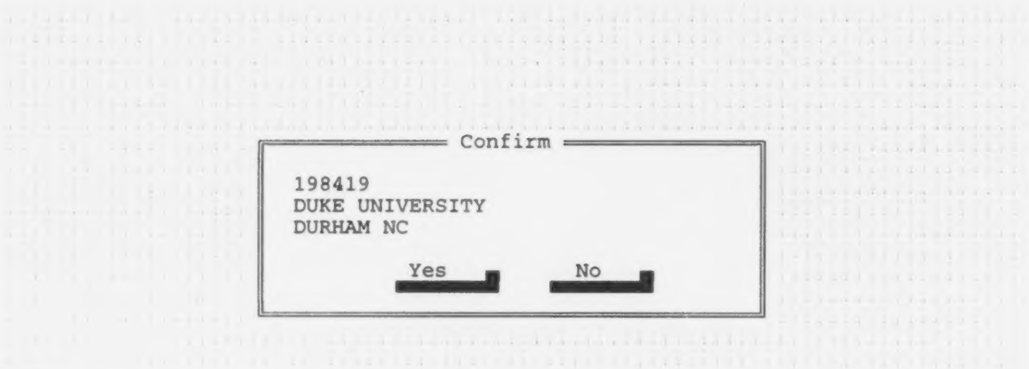


Select City in NORTH CAROLINA or <ESC> if UNKNOWN

AHOSKIE
ALBEMARLE
ARDEN
ASHEBORO
■ ASHEVILLE
BANNER ELK
BELMONT
BENSON
BOILING SPRINGS
BOONE
BREVARD
BUIES CREEK
BURLINGTON
CHAPEL HILL
CHARLOTTE
CLINTON
CLYDE
CONCORD
CULLOWHEE
DALLAS
DAVIDSON
DOBSON
DUBLIN
DUNN
DURHAM
ELIZABETH CITY
ELKIN
ELON COLLEGE
FAYETTEVILLE
FLAT ROCK



```
Select School in DURHAM,NC

  AMERICAN DANCE FESTIVAL INC
  CAROLINA BEAUTY COLLEGE
  DESHAZOR SOUTH BEAUTY COLLEGE
  DUKE UNIVERSITY
  DURHAM COUNTY GENERAL HOSPITAL SCHOOL RAD TECHN
■ DURHAM REGIONAL HSP SCH ANESTHESIA NURSES
  DURHAM TECHNICAL COMMUNITY COLLEGE
  NORTH CAROLINA CENTRAL UNIVERSITY
  PHILLIPS JUNIOR COLLEGE
  RUTLEDGE COLLEGE
  WATTS SCHOOL NURSING
```



```
Confirm

198419
DUKE UNIVERSITY
DURHAM NC
```

===>

>M075<

READALL 8010

That completes the interview. Thank you for your assistance; your participation will help make this survey a success.

INTERVIEWER: YOU MAY NO LONGER USE THE F10 AND F11 KEYS NOW THAT THE INTERVIEW HAS BEEN COMPLETED. YOU MAY NOT MOVE BACK INTO THE INTERVIEW. NOTIFY YOUR TEAM LEADER IF YOU HAVE QUESTIONS/CONCERNS.
ENTER <1> TO CONTINUE
===> [goto ENSI]

BPS:90/94 Reliability Reinterview

Table of Contents

Section A: Introduction C-119

Section B: Education Experiences C-121

Section C: Employment Experiences C-123

Section E: Family and Demographics C-129

Section F: Education Financing C-131

Section I: Public Service C-133

Section A: Introduction

>A02A<
PRE-LOGIC:
Introductory screen for call-ins.
READALL 1
My name is (INTERVIEWER NAME);
Research Triangle Institute is conducting this study for the United States
Department of Education.
ENTER <1> TO CONTINUE
===> [goto A05A]

>A02B<
READALL 2
INTERVIEWER: READ THE FOLLOWING UNLESS YOU HAVE ALREADY INTRODUCED YOURSELF TO THE SUBJECT.

(Hello, my name is (INTERVIEWER NAME). I am calling from Research Triangle
Institute for the United States Department of Education.)
ENTER <1> TO CONTINUE
===>

>A05A<
READALL 12
Before we go on, I need to verify that you're the
[fill STUDENT NAME] * * who attended
[fill NAME OF NPSAS SCHOOL]
at some time during the last 5 years. Is that correct?

[r]INTERVIEWER: YOU ARE STILL IN THE TRACING MODULE HERE AND SHOULD BE SPEAKING WITH SOMEONE HAVING THE NAME LISTED ABOVE! IF YOU HAVE REACHED THIS SCREEN IN ERROR OR IF PERSON CANNOT CONTINUE OR HANGS UP BEFORE ANSWERING THE QUESTION, SELECT OPTION (3). OTHERWISE, RECORD THE RESPONDENT'S ANSWER.[n]

THE FOLLOWING DEMOGRAPHIC INFORMATION MIGHT BE NEEDED AS AIDS TO DETERMINE
IF YOU HAVE THE RIGHT PERSON, BASED ON PRELOAD INFORMATION:
DATE OF BIRTH: [fill STUDENT'S BIRTHDATE]/*/*
SOCIAL SECURITY NUMBER: [fill STUDENT'S SOCIAL SECURITY NUMBER] GENDER: [fill STUDENT'S GENDER]
(1=M,2=F)
<1> YES; [r]PERSON ON PHONE ATTENDED[n] NPSAS SCHOOL IN LAST 5 YEARS
<2> NO; [r]PERSON ON PHONE DID NOT ATTEND[n] NPSAS SCHOOL IN LAST 5 YEARS [goto TW]
<3> [r]QUESTION NOT ANSWERED[n]; PLEASE LEAVE APPROPRIATE COMMENTS. [goto TW]
===>

>A02C<
ACTION 3
INTERVIEWER: YOU NOW ARE ABLE TO USE THE F10 (JUMPBACK) AND F11 (BREAKOFF)
KEYS. REMEMBER THAT F2 PROVIDES HELP/SPECIFICATIONS FOR EACH SCREEN, IF NEEDED.
ENTER <1> TO CONTINUE
===> [goto A03X]

>A02D<
PRE-LOGIC:
Resume from breakoff (call-in).
READALL 4
Thanks for calling back; my name is (INTERVIEWER NAME).
We would like to complete the interview now.
[r]INTERVIEWER: FILL IN APPROPRIATELY BELOW. DO NOT ASK.[n]
<1> AVAILABLE -- GO TO RESTART POINT [goto A02F]
<2> NOT AVAILABLE -- GO TO RESCHEDULE [goto appt]
===>

POST-LOGIC:
If able to resume, return to place where breakoff occurred before.
Otherwise, schedule a call-back.

>A02E<
PRE-LOGIC:
Resume from breakoff.
READALL 5
Hello, my name is (INTERVIEWER NAME). I'm calling back from Research Triangle Institute about the Beginning Postsecondary Students Study that we talked about recently. I'd like to finish the interview now.
[r]INTERVIEWER: FILL IN APPROPRIATELY BELOW. DO NOT ASK.[n]
<1> AVAILABLE -- GO TO RESTART POINT [goto A02F]
<2> NOT AVAILABLE -- GO TO RESCHEDULE [goto appt]
===>
POST-LOGIC:
If able to resume, return to place where breakoff occurred before.
Otherwise, schedule a call-back.

>A03X<
READALL 6
Recently, you answered some survey questions as part of the Beginning Postsecondary Study, and we'd like to ask you some of the questions again to check our procedures and our work.

Again, participation is voluntary and information will be kept confidential. This interview will be shorter than the first one and should take about 5 minutes.
ENTER <1> TO CONTINUE
===>

Section B: Education Experiences

>B001<

READALL 68

The next few questions are about some of your educational experiences.
ENTER <1> TO CONTINUE
===>

>B26A<

READALL 324

Have you taken any professional licensing or certification exams since January 1, 1990?
(e.g., teachers' exam, CPA licensing, cosmetology exam, professional engineers' exam, medical technology exam, or the state boards for law or medicine)

INTERVIEWER: INTEREST IS IN OCCUPATIONALLY-RELATED LICENSES.
DRIVER'S/BOAT OPERATOR/FISHING/HUNTING LICENSES ARE [r]NOT[n] RELEVANT
UNLESS RELATED TO OCCUPATION (E.G., TRUCK DRIVER, PILOT).
[r]GRADUATE/PROFESSIONAL SCHOOL ADMISSIONS EXAMS ARE NOT APPLICABLE HERE.[n]
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>B26C<
PRE-LOGIC:
If B26A^=1 goto B33D.

EXIT 325

Which examinations have you taken?
For each exam, please tell me when and in what state you took the exam, and if you passed.

LICENSING/CERTIFICATION EXAMS USER EXIT EXIT 5005

INTERVIEWER: RECORD INFORMATION ABOUT LICENSING/CERTIFICATION EXAMS R. HAS TAKEN, INCLUDING DATE TAKEN, THE STATE IN WHICH THE EXAM WAS TAKEN, AND WHETHER R. PASSED THE EXAM. PROMPT FOR "ANY OTHER EXAMS?" IF NEEDED.

EXAM	TAKEN? 1=YES 2=NO	DATE MMM YY	STATE	PASSED? 1=YES 2=NO
TEACHER'S EXAM (NATIONAL OR STATE)	2	--- --	--	--
NURSING BOARD OR CERTIFICATION	1	JUN 92	NC	1
OTHER MEDICAL (E.G. DENTAL HYGIENE, EMT, MEDICAL TECHNOLOGY)	2	--- --	--	--
COMMUNICATIONS (E.G. FCC LICENSE)	2	--- --	--	--
BUSINESS/FINANCIAL (E.G. CPA, REALTOR, STOCK BROKER, ACTUARY)	2	--- --	--	--
OTHER: -----	2	--- --	--	--

USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
PRESS F2 FOR HELP. PRESS ALT-X WHEN DONE. PRESS F12 FOR KEY DEFINITIONS.

===>

```
>B33D<
PRE-LOGIC:
If no '93-'94 or '92-'93 principal undergrad school from main interview,
go to C001.
                                        READALL    342
I am now going to ask you about your satisfaction with certain features of
your [r]undergraduate[n] educational experiences
at [fill NAME OF PRINCIPAL SCHOOL]
since July 1 19[fill YEAR:92 OR 93].  Please indicate for each feature I read whether
you were satisfied or dissatisfied.
*
a. The ability of most of your teachers [n] [r]*[n]*
b. Your social life                 [n] [r]*[n]*
c. Your intellectual growth           [n] [r]*[n]*
d. The financial cost of attending      [n] [r]*[n]*
e. The prestige of the school.        [n] [r]*[n]*

<1> SATISFIED  <2> DISSATISFIED  <-7> REFUSE  <-8> DON'T KNOW
[r]<99> ALL DONE[n] [goto B33J] [r] <20> CHANGE ANSWER [n] [goto B33F]
===>

>B33F<
                                        ACTION     343
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e>
===>

>B33H<
                                        ACTION     344
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===>  [goto B33D]

>B33I<
                                        ACTION     345
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===>  [goto B33D]

>B33K<
                                        ACTION     346
NOT ALL OF THE ITEMS WERE ANSWERED.  PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===>  [goto B33D]
```

Section C: Employment Experiences

>C001<

READALL 397

The next few questions are about some of the jobs you may have held over
the past few years. We are interested in [r]any jobs you held for pay[n],
including summer jobs, work-study jobs, apprenticeships, and co-ops.
ENTER <1> TO CONTINUE
===>

>C02A<
PRE-LOGIC:
If no school/job overlap indicated in jobs user exit (main interview),
goto C51A.

READALL 403

You indicated before that you held at least one job prior to your most recent
enrollment date of [fill LAST ENROLLMENT DATE] 19[fill LAST ENROLLMENT YEAR]. While you were
working then, did you consider yourself to be primarily a student or primarily
an employee?
<1> PRIMARILY A STUDENT [goto C51A]
<2> PRIMARILY AN EMPLOYEE
<-7> REFUSE [goto C51A]
===>

>C02C<

READALL 404

Were you attending a postsecondary school/college to gain skills that
would enable you to advance in your job?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>C02E<

READALL 405

Were you attending a postsecondary school/college to gain skills that
would enable you to expand your career possibilities?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>C51A<
PRE-LOGIC:
If no principal job in 1993 or job held while "primarily student" (main
interview), goto C68.

READALL 512

How closely was your 1993 job with
[fill EMPLOYER NAME]
related to your major field of postsecondary study?

[r]INTERVIEWER: DO NOT READ RESPONSE OPTIONS UNLESS NEEDED AS PROBES
OR FOR CLARIFICATION. PROBE FOR HOW CLOSELY RELATED IF R. DOES NOT VOLUNTEER
A CODEABLE ANSWER IN HIS/HER OPEN-ENDED RESPONSE.[n]
<1> CLOSELY RELATED
<2> SOMEWHAT RELATED
<3> NOT RELATED
<-7> REFUSE
===>

```
>C51C<
PRE-LOGIC:
If job not related to field of study, goto C52A.
                                        READALL     513
Please tell me which of the following statements apply to your 1993 job
with [fill EMPLOYER NAME].
*
a. I was able to apply most of what I learned in school.  [n]  [r]*[n]*
b. The job was different from my education or training.  [n]  [r]*[n]*
c. I was able to use tools, equipment or skills I was
   trained for.                         [n]  [r]*[n]*
d. I could have gotten this job without my education
   or training.                         [n]  [r]*[n]*

<1> YES   <2> NO   <-7> REFUSE   [r]<99> ALL DONE[n]  [r] <20> CHANGE ANSWER[n]
===>

>C51F<
                                        ACTION      514
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e>
===>

>C51H<
                                        ACTION      515
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===>  [goto C51C]

>C51I<
                                        ACTION      516
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===>  [goto C51C]

>C51M<
                                        ACTION      517
NOT ALL OF THE ITEMS WERE ANSWERED.  PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===>  [goto C51C]

>C52A<
PRE-LOGIC:
If job related to field of study OR if didn't receive degree, goto C54A.
                                        READALL     518
You indicated before that your 1993 job with
[fill EMPLOYER NAME]
was not related to your major field of study.  What was the [r]main[n]
reason for taking it?

[r]INTERVIEWER: DON'T READ OPTIONS UNLESS NEEDED AS PROMPTS.[n]
 <1> COULD NOT FIND JOB IN FIELD AND/OR NEEDED THE MONEY
 <2> BETTER OPPORTUNITY FOR ADVANCEMENT
 <3> CURIOUS ABOUT THIS TYPE OF WORK
 <4> PAY, HOURS, BENEFITS AND/OR ENVIRONMENT WERE BETTER
 <5> HAD JOB ALREADY AND WANTED TO KEEP IT
 <6> DID NOT CARE ABOUT WORKING IN FIELD OF STUDY
 <7> OTHER (SPECIFY)
<-7> REFUSE
===>
```

>C52C<
ACTION 519
(SPECIFY BELOW ... UP TO 35 CHARACTERS; DO NOT GO BEYOND ASTERISKS)
****
===>

>C54A<
READALL 523
Was additional education or training required for you to advance beyond your
1993 job with [fill EMPLOYER NAME]?
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>C68A<
PRE-LOGIC:
Asked if C02A^=1 (primarily employee) or job held on/after end of enrollment.
Asked of most recent primary job.
READALL 580
Were you satisfied or dissatisfied with your latest or last job with
[fill MOST RECENT EMPLOYER NAME]
in the following areas?

[r]INTERVIEWER: READ HIGHLIGHTED RESPONSE OPTION AND ENTER APPROPRIATE
RESPONSE. ENTER 99 WHEN DONE.[n]
*
a. Pay and fringe benefits [n] [r]*[n]*
b. Opportunity for promotion [n] [r]*[n]*
c. Job security and permanence [n] [r]*[n]*
d. Opportunity for further education [n] [r]*[n]*
e. Importance of work [n] [r]*[n]*
f. Difficulty and challenge of work [n] [r]*[n]*
g. Overall satisfaction with job [n] [r]*[n]*

<1> SATISFIED <2> DISSATISFIED <-7> REFUSE <-8> DON'T KNOW
[r]<99> ALL DONE[n] [goto C68G] [r] <20> CHANGE ANSWER [n] [goto C68C]
===>

>C68C<
ACTION 581
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e><F,f><G,g>
===>

>C68E<
ACTION 582
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto C68A]

>C68F<
ACTION 583
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto C68A]

>C68H<
ACTION 584
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto C68A]

>C90A<
READALL 625
Five years from now (in 1999), do you intend to be working [r]for pay[n]?
(If you are not sure of the answer, please give your best estimate.)
<1> YES
<2> NO
<-8> DON'T KNOW
<-7> REFUSE
===>

>C92A<
READALL 628
In determining the kind of work you plan to be doing for most of your
life, how important are each of the following [r]general[n] factors?
Please answer: very important, somewhat important, or not important.

[r]INTERVIEWER: READ EACH FACTOR AS IT IS HIGHLIGHTED, AND ENTER
APPROPRIATE RESPONSE. ENTER 99 TO EXIT SCREEN.[n]
*
a. Previous work experience in that field of work [n][r]*[n]*
b. Work that seems important and interesting to you [n][r]*[n]*
c. Freedom to make your own decisions [n][r]*[n]*
d. Work where most problems are quite difficult & challenging [n][r]*[n]*
e. Work with increasing responsibilities over time [n][r]*[n]*

<1> VERY IMPORTANT <2> SOMEWHAT IMPORTANT <3> NOT IMPORTANT <-7> REFUSE
[r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto C92F]
===>

>C92F<
ACTION 629
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e>
===>

>C92H<
ACTION 630
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto C92A]

>C92I<
ACTION 631
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto C92A]

>C92M<
ACTION 632
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto C92A]

>C93A<
READALL 633
How important are each of the following [r]incentive[n] factors?
(in determining the kind of work you plan to be doing for most of your
life)
(Please answer: very important, somewhat important, or not important.)

```
[r]INTERVIEWER: READ EACH FACTOR AS IT IS HIGHLIGHTED, AND ENTER
APPROPRIATE RESPONSE.  ENTER 99 TO EXIT SCREEN.[n]
*
a. Good income                          [n][r]*[n]*
b. Job security and permanence              [n][r]*[n]*
c. Opportunity for promotion               [n][r]*[n]*
d. Education or training benefits          [n][r]*[n]*
e. Other fringe benefits                [n][r]*[n]*

<1> VERY IMPORTANT  <2> SOMEWHAT IMPORTANT  <3> NOT IMPORTANT  <-7> REFUSE
[r]<99> ALL DONE[n]  [r] <20> CHANGE ANSWER [n] [goto C93F]
===>

>C93F<
                                ACTION    634
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e>
===>

>C93H<
                                ACTION    635
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===>  [goto C93A]

>C93I<
                                ACTION    636
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===>  [goto C93A]

>C93M<
                                ACTION    637
NOT ALL OF THE ITEMS WERE ANSWERED.  PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===>  [goto C93A]
```

Section E: Family and Demographics

>E001<
READALL 657
The next few questions are about your living arrangements.
ENTER <1> TO CONTINUE
===>

>E04A<
PARTALL 670
During the first week of February of this year (1994), in what type of housing did you live? (Was it ...)
[r]INTERVIEWER: READ CHOICES IF NECESSARY FOR PROMPTS OR EXAMPLES.[n]
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> school-provided housing
<2> sorority/fraternity house
<3> own apartment or house (not parents' house)
<4> employer-provided housing (including military)
<5> parents' or guardians' house or apartment
<6> other relatives' (other than parents, spouse, or children) house or apartment
<7> OTHER
<-7> REFUSE
===>

>E04C<
PRE-LOGIC:
If E04A=-7 goto F001.
READALL 671
Did you live alone, or with a roommate or others, at that time?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> ALONE
<2> WITH OTHERS
<-7> REFUSE [goto F001]
===>

>E04E<
PRE-LOGIC:
If E04C=1 goto F001.

EXIT 672

Who lived with you at that time? Please include all others who lived in the household (dorm room/fraternity room) with you such as mother, father, friends, etc.
(I do not need to know names; only the number of each type.)

LIVED-WITH USER EXIT EXIT 5012

INTERVIEWER: COLLECT INFORMATION ABOUT WHO R. LIVED WITH DURING THE FIRST WEEK OF FEBRUARY THIS YEAR (1994). INCLUDE ALL OTHERS WHO LIVED IN THE HOUSEHOLD/DORM ROOM/FRATERNITY ROOM. IF R. LIVED IN A DORMITORY, OR FRATERNITY OR SORORITY HOUSE, WE ARE ONLY INTERESTED IN WHO LIVED IN THE SAME ROOM WITH R. PROMPT FOR "ANY OTHERS?" AS APPROPRIATE.

PERSON(S)	LIVED WITH? 1=YES 2=NO	NUMBER
FATHER	1	1
OTHER MALE GUARDIAN	2	--
MOTHER	1	1
OTHER FEMALE GUARDIAN	2	--
BROTHERS AND/OR SISTERS	1	1
GRANDPARENTS	2	--
HUSBAND OR WIFE	NA	NA
YOUR OWN CHILDREN	2	--
OTHER RELATIVES	2	--
OTHER NON-FAMILY "FRIENDS"	2	--

NA = "NOT APPLICABLE"

(BASED ON MARITAL STATUS, NUMBER OF CHILDREN, AND WHERE THE RESPONDENT LIVED)

USE ARROW KEYS & TAB TO MOVE TO DESIRED FIELD, THEN TYPE RESPONSE.
PRESS F2 FOR HELP. PRESS ALT-X WHEN DONE. PRESS F12 FOR KEY DEFINITIONS.
===>

Section F: Education Financing

>F001<
READALL 685
The next few questions are about your educational finances and financial aid.
ENTER <1> TO CONTINUE
===>

>F08A<
PRE-LOGIC:
Asked of principal undergrad school, most recent of '93-'94 or '92-'93, as applicable.
READALL 710
For the terms starting between July 1 19[fill YEAR] and June 30 19[fill YEAR],
while you were attending [fill SCHOOL NAME],
did you receive any student financial aid?
[r]NOTE THAT DK(-8) IS NOT ACCEPTABLE.[n]
<1> YES
<2> NO
<-7> REFUSE
===>

>F08C<
PRE-LOGIC:
If F08A^=1 goto I001.
READALL 711
REFERENCE PERIOD: TERMS STARTING BETWEEN JULY 1 19[fill YEAR] AND
JUNE 30 19[fill YEAR], WHILE ATTENDING
[fill SCHOOL NAME].

Did you receive:

[r]INTERVIEWER: READ EACH OPTION AND "TOGGLE" TO "YES" IF RECEIVED.[n]
*
a. grant(s) or scholarship(s) [n] [r]*[n]*
b. student loan(s) [n] [r]*[n]*
c. tuition benefits or other education assistance from
employer or union [n] [r]*[n]*
d. any other financial aid received [n] [r]*[n]*

<1> YES <2> NO <-7> REFUSE [r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER[n]
===>

>F08F<
ACTION 712
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d>
===>

>F08H<
ACTION 713
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto F08C]

>F08I<
ACTION 714
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto F08C]

```
>F08M<
                                        ACTION     715
NOT ALL OF THE ITEMS WERE ANSWERED.  PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===>  [goto F08C]
```

Section I: Public Service

>I001<
READALL 1044
The next few questions are about your experiences in public affairs.
ENTER <1> TO CONTINUE
===>

>I01H<
READALL 1049
[r]INTERVIEWER: READ EACH LINE AS IT IS HIGHLIGHTED, AND ENTER APPROPRIATE RESPONSE. ENTER 99 WHEN DONE.[n]

In the last two years, did you ...
*a. go to any political meetings, rallies, or dinners
(or things like that)? [n] [r]*[n]*
b. talk to any people about why they should vote for
a given political party or candidate(s)? [n] [r]*[n]*
c. wear a campaign button or put a campaign sticker on
your car? [n] [r]*[n]*
d. give any money or other financial support for the
campaign of any political party or candidate? [n] [r]*[n]*
e. give any time or money to community action groups
or political action groups? [n] [r]*[n]*
f. write letters to any public official to express
your opinion? [n] [r]*[n]*

<1> YES <2> NO <-7> REFUSE [r]<99> ALL DONE[n] [r] <20> CHANGE ANSWER [n] [goto I01J]
===>

>I01J<
ACTION 1050
CHANGE ANSWER TO WHICH LINE: <A,a><B,b><C,c><D,d><E,e><F,f>
===>

>I01L<
ACTION 1051
YOU HAVE NOT ANSWERED THIS ITEM YET!!
ENTER <1> TO CONTINUE
===> [goto I01H]

>I01M<
ACTION 1052
PLEASE SPECIFY THE NEW ANSWER TO THE CURRENT ITEM!!
ENTER <1> TO CONTINUE
===> [goto I01H]

>I01N<
ACTION 1053
NOT ALL OF THE ITEMS WERE ANSWERED. PLEASE ANSWER ALL QUESTIONS.
ENTER <1> TO CONTINUE
===> [goto I01H]

BPS:90/92 Main Interview

Table of Contents

A. Introduction and Validation C-137

B. Education Experiences C-143

C. Education Financing C-153

D. Work Experiences C-157

E. Other Education or Training C-161

F. Demographic Information C-165

G. Family Information C-169

H. Goals, Aspirations, Expectations C-173

I. Public Service and Voting Experience C-177

J. Locator information C-179

A. Introduction and Validation

1. May I speak with (respondent's name)?
   a. (STUDENT IS AVAILABLE.) (CONTINUE WITH INTERVIEW.)
   b. (STUDENT NOT AVAILABLE.) (MAKE APPOINTMENT.)
   c. (STUDENT NO LONGER AT THIS PHONE NUMBER.) (GO TO TRACING MODE--TRY TO GET NEW NUMBER.)
   d. (TELEPHONE NUMBER HAS BEEN CHANGED.) (GO TO TRACING MODE--TRY TO GET NEW NUMBER.)
   e. (TELEPHONE HAS BEEN DISCONNECTED.) (DISCONTINUE--GO TO NEXT NUMBER IN TRACING MODE.)
   f. (NO SUCH STUDENT KNOWN TO HOUSEHOLD.) (DISCONTINUE--GO TO NEXT NUMBER IN TRACING MODE.)

2A. (TIME STAMP ON THIS SCREEN) Hello, my name is (interviewer's name) and I am calling for the United States Department of Education from the Research Triangle Institute. Recently we sent a letter explaining the Beginning Postsecondary Students Study that we are now conducting. Did you receive the letter?

   (1) (YES.) (GO TO A.5.)
   (2) (NO.) (GO TO A.3)

2B. (ALTERNATE, FOR "RESTART" CASE--TIME STAMP ON THIS SCREEN.)
   a. Hello, my name is (interviewer's name). I'm calling back from the Research Triangle Institute about the Beginning Postsecondary Students Study that we talked about recently. We would like to finish the interview now.
   (1) (AVAILABLE.) (GO TO RESTART POINT.)
   (2) (NOT AVAILABLE.) (RESCHEDULE.)

3. IF DID NOT RECEIVE LETTER (A.2A.a = "NO") GIVE RECAP OF LETTER, AS FOLLOWS: Let me summarize the letter. In 1990 you participated in the National Postsecondary Student Aid Study (NPSAS), and were told that you would be contacted later to find out how you had been doing. The National Center for Education Statistics is mandated by Federal law [20 U.S.C. 1221e-1] to conduct the Beginning Postsecondary Students Longitudinal Study. BPS collects data about the education and employment experiences of people who have continued their schooling after high school. These data will be used only for statistical reporting. Only a limited number of people will be authorized to have access to information which could be used to identify individuals. By law, they may only use the information for statistical reporting. While your participation in this study is strictly voluntary, your cooperation is necessary for the data to be accurate and reliable.

   Because you provided information before, some questions are based on your earlier responses. We estimate it will take from 35 to 45 minutes. During the interview, we will be asking about your education and work experiences, your goals, aspirations, expectations, and other related information. This study will determine how student participation in higher education can be better supported and encouraged. Your continued participation will be extremely helpful to future students and others who are interested in improving postsecondary education. If you have any questions about the survey, you can call our Project Staff, Graham Burkheimer, Dale DeWitt or Karen Mowbray, toll free at 1-800-334-8571.

   Neither your participation in this study nor any answers you provide will affect any benefits you are receiving or expect to receive. You may decline to answer any question and may stop at any time. Now let's begin.

   (NOTE: FILL IN WITHOUT EXPLICITLY ASKING)

   a. REFUSES TO CONTINUE WITHOUT LETTER. (GO TO A.4)
   b. DOES NOT REQUEST NEW LETTER. (GO TO A.6)

4. To what address should we mail the letter? (WRITE TO DIRECTORY SECTION OF TEMPORARY CATI RECORD. DO NOT PLACE IN CATI FILE AND DO NOT OVERWRITE!)

   ____
   address

   ____________________ ____ ______
   city state zip

Thank you very much for your time. We will call you back in a few weeks after you have had time to receive our letter. (GO TO CALL RESCHEDULE AND DISCONTINUE.)

5. (GIVE VERY BRIEF PURPOSE OF STUDY, AS FOLLOWS:) As we said in the letter, this is a continuation of the National Postsecondary Student Aid Study (NPSAS), in which you participated in 1990. Your continued participation will be extremely helpful to future students and others interested in improving postsecondary education.

   The information you provide will be used only for statistical purposes to examine how student participation in higher education can be better supported and encouraged. If you have any questions about the survey, you can call our Project Staff, Graham Burkheimer, Dale DeWitt, or Karen Mowbray, toll free at 1-800-334-8571.

   Because you provided information before, some questins are based on your earlier responses. We estimate it will take about 35 to 45 minutes. Your participation in the study has been and continues to be voluntary and neither your participation nor any answers you provide will affect any benefits you are receiving or expect to receive. You can decline to answer any question and may stop at any time. Now let's begin.

6. (TIME STAMP ON THIS SCREEN) First, lets make sure our records are correct. You were enrolled in (name of NPSAS school/college) at some time between July 1, 1989 and June 30, 1990. Is that right?
   1 = YES. (GO TO A.11.)
   2 = NO. (GO TO A.7.)

7. a. Your full name is (respondent's full name); that is, (SPELL NAME). Is that correct?
   (1) (CORRECT.) (GO TO A.8.)
   (2) (INCORRECT.) (GO TO 7.b.)

   b. Have you ever been known by that name?
   (1) (YES.)
   (2) (NO.)

   c. What is your full name? (WRITE TO DIRECTORY SECTION OF TEMPORARY CATI RECORD. DO NOT PLACE IN CATI FILE AND DO NOT OVERWRITE!)

   ________________ first name ____ MI ________________ last name

8. a. (IF BIRTH DATE INCLUDED IN NPSAS FILE, CONTINUE WITH 8.a, OTHERWISE GO TO 8.b.) Is your date of birth:

   __ __ __ __ __ __
   mo. day yr.

   (1) (CORRECT.) (GO TO A.9.)
   (2) (INCORRECT.) (GO TO 8.b.)

   b. What is your date of birth? (WRITE TO DIRECTORY SECTION OF TEMPORARY CATI RECORD. DO NOT PLACE IN CATI DATA FILE AND DO NOT OVERWRITE!)

   __ __ __ __ __ __
   mo. day yr.

9. a. (IF GENDER DATA INCLUDED IN NPSAS FILE, CONTINUE WITH 9.a, OTHERWISE GO TO 9.b.) (UNLESS GENDER IS OBVIOUS) You are [MALE/FEMALE]. Is that right?
   1 = YES
   2 = NO

   b. (IF NO TO 9.a OR IF GENDER DATA NOT INCLUDED IN NPSAS FILE AND GENDER NOT OBVIOUS) (WRITE TO DIRECTORY SECTION OF TEMPORARY CATI RECORD. DO NOT PLACE IN CATI FILE AND DO NOT OVERWRITE!)
   Are you:
   (1) Male?
   (2) Female?

10. (IF INFORMATION FROM A.7 THROUGH A.9 INDICATES THAT THIS IS NOT THE RIGHT PERSON; E.G., IF "INCORRECT" TO 7.a AND "NO" TO 7.b, AND "INCORRECT" TO 8.a, OR "NO" TO 9.a) There seems to be a problem with the information I have. After checking with my supervisor, I may need to call you back. Thank you for your time. (DISCONTINUE INTERVIEW AND CODE AS PENDING NOT ELIGIBLE.)

(IF INFORMATION FROM A.7 THROUGH A.9 INDICATES THAT THIS IS THE RIGHT PERSON) You seem to be the right person. Do you know of any reason why our information shows you enrolled in (name of NPSAS school/college during 1989-90)? (INDICATED REASON, IF ANY)

____

There seems to be a problem with the information I have. After checking with my supervisor, I may need to call you back. Thank you for your time.

(DISCONTINUE INTERVIEW AND CODE AS PENDING NOT ELIGIBLE)

11.A. While you were enrolled in (name of NPSAS school/college) in 1989-90, were you: (1) YES, (2) NO.
1. Taking at least one course for credit not counting high school credits or continuing education credits (CEUS)? (IF "YES," BLANK 11.A.2-3 AND GO TO A.12.)
2. In a program for a degree or formal award not counting high school degree? (IF "YES," BLANK 11.A.3 AND GO TO A.12.)
3. In a program for a specific occupation? (IF "YES," GO TO A.12.)

11.B. If you were not enrolled for any of these purposes, what was your purpose for being in school?
____

(NOTE TO INTERVIEWER: IF REASON IS EQUIVALENT TO ONE OF THE OPTIONS IN 11.A, BACK UP AND CHANGE RESPONSE TO APPROPRIATE OPTION OF 11.A).

12. a. (IF NPSAS DATA FILLED IN FOR HIGH SCHOOL COMPLETION STATUS ASK 12.a, OTHERWISE GO TO 12.b) Our records show your high school diploma status to be (READ APPROPRIATE OPTION). Is this correct?
(1) (YES.) (GO TO 12.c.)
(2) (NO.) (GO TO 12.b.)

b. (IF "NO" TO 12.a OR NPSAS RECORD DOES NOT INCLUDE HIGH SCHOOL COMPLETION DATA) What type of high school diploma did you receive? (READ CHOICES AS NECESSARY.)
(1) REGULAR DIPLOMA FROM A PUBLIC OR PRIVATE HIGH SCHOOL (GO TO 12.c)
(2) DIPLOMA OR CERTIFICATE THROUGH THE GED OR OTHER EQUIVALENCY TEST. (GO TO 12.c)
(3) CERTIFICATE OF HIGH SCHOOL COMPLETION. (GO TO 12.c)
(4) DID NOT COMPLETE HIGH SCHOOL OR HIGH SCHOOL EQUIVALENT. (FILL IN 12.c AND 12.d WITH "97", AND GO TO 12.e.)

c. [IF NPSAS DATA FILLED IN, ASK 12.c, OTHERWISE GO TO 12.d] Our records show that you received your high school diploma or certificate in (fill in date). Is that correct?
1 = YES. (FILL IN A.12.d WITH PRELOAD AND GO TO 12.e)
2 = NO. (GO TO 12.d)

d. In what year did you receive your high school diploma or certificate? 19 __
year

e. [IF PRELOAD DATA OR RESPONSE TO A.12.d IS EQUAL TO OR GREATER THAN 1990 (INCLUDING 97), ASK QUESTION, OTHERWISE GO TO A.13]

Were you still completing high school requirements for the entire time you were enrolled in (Name of NPSAS school/college) between 1 July 1989 and 30 June 1990?

1. YES.
2. NO.

13. Was (Name of NPSAS school/college) the first higher education institution you enrolled in after completing high school?

    a. YES. (Go to A.15)
    b. NO. (Go to A.14)

14. What was the name of the first higher education institution you enrolled in after completing high school?

    ____

15. When did you first enroll in (Name of NPSAS school/college, IF A.13 = "YES"/Name of other college--from A.14, IF A.13 = "No")

    __ __ 19 __ __
    (MONTH) (YEAR)

    [IF DATE GIVEN IS PRIOR TO JULY 1989 OR LATER THAN JUNE 1990, INTERVIEWER MUST VERIFY DATE]

16. (TIME STAMP ON THIS SCREEN)
    a. During your first enrollment period at any higher education institution between 1 July 1989 and 30 June 1990, were you classified as a freshman or a first-year student?
        (1) (YES.) (FILL IN A.16.b AS 97, AND GO TO A.17.)
        (2) (NO.) (GO TO 16.b.)

    b. How were you classified? (READ CHOICES AS NECESSARY.)
        (1) FRESHMAN (FIRST-YEAR STUDENT).
        (2) SOPHOMORE (SECOND-YEAR STUDENT).
        (3) JUNIOR (THIRD-YEAR STUDENT).
        (4) SENIOR (FOURTH-YEAR STUDENT).
        (5) SPECIAL STUDENT (E.G., NONMATRICULATED, NON DEGREE).
        (6) GRADUATE STUDENT
        (7) OTHER. (SPECIFY.) ____________________

    [IF RESPONSE IS "1", PROGRAM CHANGES RESPONSE TO 16.a TO "1" AND MAKES RESPONSE TO A.16.b "97".]

    [NOTE TO INTERVIEWER: IF RESPONSE TO "OTHER" SPECIFY INDICATES FRESHMAN OR FIRST-YEAR STUDENT, GO BACK AND CHANGE RESPONSE TO A.16.b TO FRESHMAN]

    [PRIOR TO QUESTION A.17, CHECK FOR ELIGIBILITY AND FTB STATUS. STUDENT IS INELIGIBLE IF A.11.A.1 = "NO" AND A.11.A.2 = "NO" AND A11.A.3 = "NO". STUDENT IS ALSO INELIGIBLE IF A.12.e = "YES". STUDENT IS NOT FTB IF A.15 DATE IS EARLIER THAN MAY 1989. IF A.15 DATE IS MISSING, THEN STUDENT IS NOT FTB IF A.16.b = 3, 4, OR 6 OR IF ((A.12.d < 1989) AND (A.16.b = 2, 3, 4, OR 6)) OR IF ((A.12.d < 1987) AND (A.16.b = 5 OR 7)). IF NOT FTB OR NOT ELIGIBLE, MARK SECTION A AS COMPLETE, GO TO EARLY TERMINATION SCREEN AND FINAL RESULT CODE THE CASE AS INELIGIBLE OR NOT FTB, AS APPROPRIATE; OTHERWISE, GO TO A.17.]

17. (TIME STAMP ON THIS SCREEN) Next, we want to make sure our records are correct.
    (FOR THE FOLLOWING ITEMS, A.17 THROUGH A.21, FILL IN THE VARIABLES FROM PERTINENT NPSAS DATA [IF AVAILABLE], VERIFY EXISTING DATA, AND COLLECT ANY MISSING DATA.)

    a. (IF BIRTH DATE FILLED IN, CONTINUE WITH 17.a, OTHERWISE GO TO 17.b.) Your date of birth is (BIRTHDAY). Is that right?
        (1) (CORRECT.) (GO TO A.18.)
        (2) (INCORRECT.) (GO TO 17.b.)

b. (IF "INCORRECT" TO 17.a OR BIRTH DATE NOT FILLED IN) What is your date of birth?
MONTH:
(1) JANUARY (2) FEBRUARY (3) MARCH (4) APRIL
(5) MAY (6) JUNE (7) JULY (8) AUGUST
(9) SEPTEMBER (10) OCTOBER (11) NOVEMBER
(12) DECEMBER
DAY ______
YEAR 19__ __

18. a. (IF GENDER FILLED IN, CONTINUE WITH 18.a, OTHERWISE GO TO 18.b.) (UNLESS GENDER OBVIOUS) You are (male/female), correct?
1 = YES (GO TO A.19)
2 = NO

b. (IF GENDER NOT OBVIOUS ASK QUESTION; IF OBVIOUS INTERVIEWER FILL IN) Are you:
(1) Male?
(2) Female?

19. a. (IF RACE DATA FILLED IN, CONTINUE WITH 19.a; OTHERWISE, GO TO 19.b.) Our records show your race to be (RACE). Is that correct?
(1) (CORRECT.) (GO TO A.19.c)
(2) (INCORRECT.) (GO TO 19.b.)

b. (IF "INCORRECT" TO 19.a OR RACE DATA NOT FILLED IN) Are you? (READ CHOICES.)
(1) WHITE.
(2) BLACK.
(3) AMERICAN INDIAN OR ALASKA NATIVE (ESKIMO, ALEUT).
(4) ASIAN OR PACIFIC ISLANDER.
(5) OTHER (SPECIFY.) ________________________
[IF RESPONSE NOT 5, PROGRAM FILLS IN SPECIFY WITH "NA"]

c. [IF RESPONSE TO 19.b ≠ 4, THEN FILL IN RESPONSE TO 19.c AS "NA" AND GO TO A.20. ELSE, IF NPSAS DATA FILLED IN, ASK A.19.c, OTHERWISE GO TO 19.d] We show that you are [FILL IN ASIAN GROUP]. Is that correct?
1 = YES. (GO TO A.20)
2 = NO.

d. (IF RESPONSE TO 19.b ≠ 4 FILL IN QUESTION AND SPECIFY WITH "NA") Are you?
(1) CHINESE (2) FILIPINO (3) HAWAIIAN (4) JAPANESE
(5) KOREAN (6) VIETNAMESE (7) ASIAN INDIAN
(8) SAMOAN (9) GUAMIAN 10) OTHER ASIAN OR PACIFIC ISLANDER (SPECIFY)

____

[IF NOT 10, PROGRAMS FILLS IN SPECIFY AS "NA"]

20. a. (IF HISPANIC INDICATOR DATA FILLED IN, CONTINUE WITH 20.a; OTHERWISE, GO TO 20.b.) We show that you [are (IF HISPANIC INDICATOR = 1)/are not (IF HISPANIC INDICATOR = 2)] of Hispanic origin or descent. Is that correct?
(1) (CORRECT.) (IF INDICATOR = 1 THEN GO TO 20.c. IF INDICATOR = 2 THEN GO TO A.21)
(2) (INCORRECT.) (GO TO 20.b.)

b. Are you of Hispanic origin or descent?
(1) YES.
(2) NO. [FILL IN 20.c AND 20.d WITH "NA"; GO TO A.21]

c. [IF NPSAS DATA FILLED IN ASK 20.c, OTHERWISE SKIP TO 20.d]. Our records show that you are [FILL IN HISPANIC TYPE]. Is that correct?
1 = YES. (GO TO A.21)
2 = NO.

d. Are you?
(1) MEXICAN, MEXICAN AMERICAN, CHICANO
(2) CUBAN
(3) PUERTO RICAN
(4) OF SOME OTHER HISPANIC DESCENT (SPECIFY) ____________________

[IF NOT 4, PROGRAM FILLS IN SPECIFY AS "NA"]

21. a. (IF CITIZENSHIP DATA FILLED IN, CONTINUE WITH 21.a, OTHERWISE GO TO 21.b) Our records show that you [are (IF CITIZENSHIP = 1)/are not (IF CITIZENSHIP = 2)] a U.S. citizen. Is this correct?
(1) YES. (IF STATUS CODE LESS THAN 3, GO TO SECTION B; OTHERWISE DISCONTINUE WITH EXIT SCREEN #2))
(2) NO. (GO TO 21.b)

b. (IF CITIZENSHIP DATA NOT FILLED IN OR "NO" RESPONSE TO 21.a) Are you a citizen of the United States?
(1) YES.
(2) NO.

c. (IF RESPONSE TO 21.a IS "NO" AND RESPONSE TO 21.b IS "YES") When did you receive your U.S. Citizenship?
MONTH:
(1) JANUARY (2) FEBRUARY (3) MARCH (4) APRIL
(5) MAY (6) JUNE (7) JULY (8) AUGUST
(9) SEPTEMBER (10) OCTOBER (11) NOVEMBER
(12) DECEMBER
YEAR: 19__ __

[IF STATUS CODE IS LESS THAN 3 AND GREATER THAN -2, GO TO SECTION B; OTHERWISE, DISCONTINUE WITH EXIT SCREEN #2 AND STATUS CODE INTERVIEW AS COMPLETED. IN EITHER CASE, MARK SECTION A AS COMPLETE.]

B. Education Experiences (TIME STAMP ON THIS SCREEN)

The next few questions are about your Educational Experiences since we last spoke with you. We would like to know the names of all postsecondary schools you enrolled in for credit (or to obtain a certificate, license, diploma, or other formal award) not counting corresspondence courses. We would also like to know about the terms during which you were enrolled. We are interested in all terms you were enrolled in all schools, even if you did not complete the term.

[READ THIS TO RESPONDENT ONLY IF THEY SEEM TO HAVE TROUBLE WITH WHAT "TERMS" MEANS. "TERMS" means different things at different postsecondary schools and colleges depending on the calendar system used by the school. Some schools are on a quarter system or semester, trimester, 4-4-1, or some other calendar system, to define terms. Schools may also have one or more summer sessions, which are additional terms. Other schools have specific fixed-length courses of instruction that may start at different times during the year and that may or may not be broken up into smaller units. In this case, the entire course of instruction may be a single term.]

1. First, we would like to ask you about the terms since June 1989 when you went to (NPSAS SCHOOL). We want to identify the starting and ending dates of each of these terms and to find out whether, during each term, you attended the school:
   (1) FULL-TIME.
   (2) AT LEAST HALF-TIME, BUT LESS THAN FULL-TIME.
   (3) LESS THAN HALF-TIME.

   [NOTE TO INTERVIEWERS: TRY TO LET RESPONDENT DETERMINE FULL-TIME, PART-TIME STATUS WITHOUT PROMPTING; IF NEEDED, HOWEVER, FULL-TIME IS TYPICALLY DEFINED AT COLLEGIATE INSTITUTIONS AS ENROLLED FOR 12 OR MORE CREDITS. THUS, HALF-TIME WOULD BE 6 HOURS. AT NON-COLLEGIATE INSTITUTIONS, DETERMINATION OF WHAT CONSTITUTES FULL-TIME IS FREQUENTLY PROBLEMATIC, PROMPT; WITH "WHAT DOES SCHOOL CONSIDER FULL-TIME?" A RULE OF THUMB IN HARD TO DETERMINE CASES IS 20 OR MORE CLASSROOM (CONTACT) HOURS PER WEEK.]

   [PROGRAM DISPLAYS A SCREEN WITH THE FOLLOWING FORMAT:]

	Start Month	Start Year	End Month	End Year	FT/HT/PT 1 2 3
1.	________	19__ __	________	19__ __	__
2.	________	19__ __	________	19__ __	__
3.	________	19__ __	________	19__ __	__
4.	________	19__ __	________	19__ __	__
5.	________	19__ __	________	19__ __	__
6.	________	19__ __	________	19__ __	__
7.	________	19__ __	________	19__ __	__
8.	________	19__ __	________	19__ __	__
9.	________	19__ __	________	19__ __	__
10.	________	19__ __	________	19__ __	__
11.	________	19__ __	________	19__ __	__

[ALL NPSAS SCHOOL TERM INFORMATION (TERMS ENDING JULY 1989 OR LATER) IS GATHERED ON THIS ONE SCREEN. PRELOADED DATA WILL BE FILLED IN WHICH THE INTERVIEWER CAN VERIFY WITH THE RESPONDENT. EXISTING TERMS CAN BE CHANGED OR DELETED AND THEN NEW TERMS CAN BE ADDED (MAXIMUM OF 11 TERMS). AS EACH TERM IS ADDED, DELETED, OR MODIFIED, THE ENTIRE LIST IS SORTED BY THE START DATES. ALSO, ONCE THIS SCREEN HAS BEEN DISPLAYED, A FLAG IS SET SO THE PROGRAM WILL NOT BE RUN AGAIN.]

2. (TIME STAMP ON THIS SCREEN) Now I want to ask you about any other schools you may have attended. We need the names of those other schools and the starting and ending dates of the terms you attended. As before, we also want to determine if, during the term, you were enrolled

(1) FULL-TIME.
(2) AT LEAST HALF-TIME, BUT LESS THAN FULL-TIME.
(3) LESS THAN HALF-TIME.

[NOTE TO INTERVIEWER: BE SURE TO COLLECT THE NAME OF THE COLLEGE OR UNIVERSITY ATTENDED AND NOT THE NAME OF A SCHOOL (E.G., BUSINESS SCHOOL) WITHIN THE COLLEGE OR UNIVERSITY. AS AN EXAMPLE, WE WANT TO KNOW THAT RESPONDENT ATTENDED DUKE UNIVERSITY, NOT THE FUQUA SCHOOL OF BUSINESS, WHICH IS PART OF DUKE UNIVERSITY.]

[NOTE TO INTERVIEWERS: TRY TO LET RESPONDENT DETERMINE FULL-TIME, PART-TIME STATUS WITHOUT PROMPTING; IF NEEDED, HOWEVER, FULL-TIME IS TYPICALLY DEFINED AT COLLEGIATE INSTITUTIONS AS ENROLLED FOR 12 OR MORE CREDITS. THUS, HALF-TIME WOULD BE 6 HOURS. AT NON-COLLEGIATE INSTITUTIONS, DETERMINATION OF WHAT CONSTITUTES FULL-TIME IS FREQUENTLY PROBLEMATIC, PROMPT; WITH "WHAT DOES SCHOOL CONSIDER FULL-TIME?" A RULE OF THUMB IN HARD TO DETERMINE CASES IS 20 OR MORE CLASSROOM (CONTACT) HOURS PER WEEK.]

	School Name	Start Month	Start Year	End Month	End Year	FT/HT/PT
						1 2 3
1	____________	__ __	19__ __	__ __	19__ __	__
2	____________	__ __	19__ __	__ __	19__ __	__
3	____________	__ __	19__ __	__ __	19__ __	__
4	____________	__ __	19__ __	__ __	19__ __	__
5	____________	__ __	19__ __	__ __	19__ __	__
6	____________	__ __	19__ __	__ __	19__ __	__
7	____________	__ __	19__ __	__ __	19__ __	__
8	____________	__ __	19__ __	__ __	19__ __	__
9	____________	__ __	19__ __	__ __	19__ __	__
10	____________	__ __	19__ __	__ __	19__ __	__

[ALL ADDITIONAL SCHOOL TERM INFORMATION IS GATHERED ON THIS ONE SCREEN. PRELOADED DATA (TERMS INCLUDING JULY 1989 OR LATER) WILL BE FILLED IN, WHICH THE INTERVIEWER CAN VERIFY WITH THE RESPONDENT. EXISTING TERMS CAN BE CHANGED OR DELETED AND THEN NEW TERMS CAN BE ADDED (MAXIMUM OF 10 TERMS AND UP TO FOUR DIFFERENT SCHOOLS). AS EACH TERM IS ADDED, CHANGED, OR DELETED, THE ENTIRE LIST IS SORTED BY THE START DATES. ALSO, ONCE THIS SCREEN HAS BEEN DISPLAYED, A FLAG IS SET SO THE PROGRAM WILL NOT BE RUN AGAIN.]

[B.3 IS REPEATED FOR ANY SCHOOL/COLLEGES IDENTIFIED IN B.2 THAT WERE NOT PRELOADED.]

3. (TIME STAMP ON FIRST REPEAT OF THIS SCREEN, IF ASKED)
What is the address (city [post office] and state) of (the first, second, etc. [DEPENDING ON RESPONSE TO B.2] school or college)?

[USER EXIT AND SCREENS FOR VERIFICATION OF IPEDS CODE GO HERE. IF SCHOOL IS IDENTIFIED, IPEDS CODE IS FILLED IN AND INFORMATION IS PICKED UP FROM THE IC DATA (IF AVAILABLE) AS TO SCHOOL'S LEVEL, CONTROL, AND TUITION AND FEES (IN JURISDICTION AND OUT-OF-JURISDICTION, IF PUBLIC).]

Institute name: [PROGRAM FILLS IN]
Address: City (Post Office): ______________________ State: ______

NOTE TO INTERVIEWERS: CHECK WITH RESPONDENT IF NEEDED TO BE SURE OF SPELLING OF CITY OR POST OFFICE. USE NO PUNCTUATION MARKS IN CITY NAME AND DO NOT ABBREVIATE; SEE SPECIAL INSTRUCTIONS. ALSO, PROBE RESPONDENT FOR CORRECT SCHOOL NAME; SOME WILL GIVE A SCHOOL WITHIN A UNIVERSITY RATHER THAN THE UNIVERSITY (E.G., FUQUA SCHOOL OF BUSINESS RATHER THAN DUKE UNIVERSITY).]

[IF LAST REPEAT OVER ADDITIONAL SCHOOLS, GO TO B.4; OTHERWISE REPEAT B.3.]

[B.4 IS REPEATED, AS APPLICABLE, FOR EACH SCHOOL, INCLUDING NPSAS SCHOOL, THAT HAS BEEN IDENTIFIED]

4. [ASK QUESTION ONLY IF EITHER LEVEL OR CONTROL OF SCHOOL UNDER CONSIDERATION IS MISSING (I.E., PRELOAD INDICATES NO INFORMATION AVAILABLE, IC DATA PICK UP FROM IPEDS MATCH IS "MISSING", OR NO IPEDS MATCH. IF DATA AVAILABLE FROM PRELOAD OR IPEDS MATCH PICK UP, PROGRAM FILLS IN QUESTION WITH AVAILABLE DATA.]

(TIME STAMP ON FIRST REPEAT OF THIS SCREEN

a. [QUESTION ASKED ONLY IF "LEVEL" MISSING]
Was (school name)
1. A university or 4-year college?
2. A 2- or 3-year junior college, community college, or technical/vocational school?
3. A less than 2-year vocational, technical, or occupational school or college?
4. Some other type of school?

b. [QUESTION ASKED ONLY IF "CONTROL" MISSING]
Was (school name)
1. Public
2. Private (nonprofit)
3. Private (for profit)

[IF LAST SCHOOL GO TO B.5, OTHERWISE, REPEAT B.4]

5. [IF ATTENDED ONLY NPSAS SCHOOL (I.E., NO PRELOAD OR NEW ENTRIES IN B.2), GO TO B.6; OTHERWISE, CONTINUE WITH B.5.]
(TIME STAMP ON THIS SCREEN, IF ASKED.) Since you were enrolled in more than one postsecondary school, did you transfer credits, courses, or clock hours from any of these schools to another of the schools?

(1) YES.
(3) NO.

[REPEAT B.6 FOR ALL TERMS SINCE OR DURING FEBRUARY 1990, IN NPSAS SCHOOL AND THE FIRST, SECOND, ETC. OTHER SCHOOL/COLLEGE (INCLUDING PRELOADS). LIMIT 12 TERM/SCHOOL COMBINATIONS TOTAL. STORE WITH EACH REPEAT BLOCK AN INDICATOR OF SCHOOL AND TERM WITHIN SCHOOL.]

Now I need to ask you some questions about each of the terms you were enrolled for credit (or working toward a formal award) since February 1990. (THIS IS A TRANSITION SCREEN.)

6. (TIME STAMP ON EACH REPEAT OF THIS SCREEN)

a. During the term from (starting and ending dates of first enrollment for credit, beginning with the first term that includes or follows February 1990) at (name of first school/college in which enrolled during or after February 1990), how many courses did you take?

____
(NUMBER OF COURSES)

[IF LAST TERM AT SCHOOL UNDER CONSIDERATION, CONTINUE WITH 6.b; OTHERWISE, REPEAT 6.a FOR NEXT TERM AT SCHOOL CURRENTLY UNDER CONSIDERATION.]

b. How were you classified by (FILL IN SCHOOL NAME) during this term (FILL IN DATES)? (READ CHOICES FIRST TIME PRESENTED SUBSEQUENTLY, READ AS NECESSARY.)

(1) FIRST-YEAR OR FRESHMAN.
(2) SECOND-YEAR OR SOPHOMORE.
(3) THIRD-YEAR OR JUNIOR.
(4) FOURTH-YEAR OR SENIOR.
(5) SPECIAL STUDENT (E.G., NONMATRICULATED NON-DEGREE).
(6) OTHER

c. Was your course work during this term at (FILL IN NAME OF CURRENT SCHOOL] leading toward a specific degree or other formal award (license, diploma, or certificate)?

1. YES. (GO TO 6.d)
2. NO. (FILL IN 6.d AS "1" AND GO TO 6.e.)

d. What type of degree or formal award were you working toward?

1. NONE. (PROGRAM CHANGES RESPONSE TO 6.c TO "NO", AND GOES TO 6.e)
2. LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL CERTIFICATE OR DIPLOMA. (FILL IN 6.e AS "1" AND GO TO 6.f)
3. LESS THAN 2-YEAR VOCATIONAL/OCCUPATIONAL LICENSE (FILL IN 6.e AS "1" AND GO TO 6.f)
4. 2- OR 3-YEAR VOCATIONAL/OCCUPATIONAL DEGREE OR DIPLOMA (FILL IN 6.e AS "1" AND GO TO 6.f)
5. 2- OR 3-YEAR ASSOCIATES DEGREE (GO TO 6.e)
6. 4- OR 5-YEAR BACHELOR'S DEGREE (FILL IN 6.e AS "2", FILL IN 6.f THROUGH 6.i AS "NA", AND GO TO 6.j)

[NOTE TO INTERVIEWER: WE MUST HAVE A RESPONSE TO THIS QUESTION.]

e. Was your program of study during this term mainly

1. VOCATIONAL/TECHNICAL
2. ACADEMIC

[FILL IN 6.f THROUGH 6.i AS "NA" AND GO TO 6.j.]

[NOTE TO INTERVIEWER: WE MUST HAVE A RESPONSE TO THIS QUESTION.]

f. In what? ______________________________

[TO BE CODED ON-LINE INTO TECHNICAL/VOCATIONAL FIELD OF STUDY CODE.]

g. Did you complete all work toward the [certificate or diploma (IF 6.d = 2)/license (IF 6.d = 3)/diploma or degree (IF 6.d = 4)] while at (FILL IN SCHOOL NAME) during this term?
(1) YES.
(2) NO.

h. Did you ever obtain the [certificate or diploma (IF 6.d = 2)/license (IF 6.d = 3)/diploma or degree (IF 6.d = 4)]?
(1) YES. (GO TO 6.i)
(2) NO. (FILL IN 6.i THROUGH 6.k WITH "NA" AND THEN GO TO REPEAT OF 6.a FOR NEXT SCHOOL, IF ANY, OR TO B.7, IF NOT.)

i. When did you receive the [certificate or diploma (IF 6.d = 2)/license (IF 6.d = 3)/diploma or degree (IF 6.d = 4)]

__ __ 19__ __
month year

[FILL IN 6.j THROUGH 6.k AS "NA" AND THEN GO TO ADDITIONAL REPEAT OF 6.a FOR NEXT SCHOOL, IF ANY OR TO B.7, IF NOT]

j. What was your major field of study during this term?
____

[ON-LINE CODING FOR FIELD OF STUDY BASED ON RESPONSE TO 6.e.]

[IF RESPONSE TO 6.d WAS 1, FILL 6.k AS "NA" AND THEN GO TO ADDITIONAL REPEAT OF 6.a FOR NEXT SCHOOL, IF ANY, OR TO B.7, IF NOT]

k. Did you finish all work required for the degree during this term?
(1) YES.
(2) NO.

(IF LAST REPEAT OVER TERMS FOR ALL SCHOOLS, GO TO B.7; OTHERWISE, REPEAT 6.a FOR NEXT SCHOOL.)

7. (TIME STAMP ON THIS SCREEN) [IF ATTENDED ONLY NPSAS SCHOOL SINCE JULY 1989, THEN DESIGNATE "OTHER PRINCIPAL SCHOOL" AS "97," AND GO TO QUESTION 8.A, OTHERWISE, ASK THESE QUESTIONS TO DETERMINE IF THERE IS ANOTHER PRINCIPAL SCHOOL.]
   a. Do you consider (any of the schools, IF MORE THAN 1 ADDITIONAL SCHOOL) (FILL IN NAMES OF ALL ADDITIONAL SCHOOLS) to be a "primary school" in your postsecondary education?
      1. YES.
      2. NO. (FILL IN OTHER PRINCIPAL SCHOOL AS "97," AND GO TO QUESTION 8.A)

   [NOTE TO INTERVIEWER: SCHOOL IS A PRIMARY SCHOOL IF STUDENT ENROLLED IN THE SCHOOL TO OBTAIN A SPECIFIC DEGREE OR FORMAL AWARD FROM THAT SCHOOL. SCHOOL IS NOT A PRIMARY SCHOOL IF STUDENT ENROLLED ONLY FOR PERSONAL ENRICHMENT OR TO GAIN CREDITS TO TRANSFER TO SOME OTHER SCHOOL.]
   b. [IF ONLY ONE ADDITIONAL SCHOOL, DESIGNATE OTHER PRINCIPAL SCHOOL AS "02," AND GO TO 8.A; OTHERWISE, ASK QUESTION.]
      Of the other schools you have attended, which of the following do you consider the principal (most important) school in your education process?
      1. [THIS OPTION, CORRESPONDING TO NPSAS SCHOOL, ALWAYS BLANK]
      2.
      3. FILL IN OTHER SCHOOLS FROM B.2, AND FILL IN OTHER PRINCIPAL SCHOOL WITH NUMBER CHOSEN.
      4.
      5.

[NOTE TO INTERVIEWERS: WE MUST HAVE A RESPONSE TO THIS QUESTION]

[B.8.A AND B.9.A ARE ASKED ONLY FOR NPSAS SCHOOL]

8.A. (TIME STAMP ON THIS SCREEN.) I am now going to read you a list of school-related activities that you may or may not have participated in at any time while at (name of NPSAS school). Please answer (1) Never, (2) Once, (3) Several Times, or (4) Often. Roughly, how often per term did you...

[NOTE: PICK A RANDOM START POINT BETWEEN a AND k, AND STORE THIS START POINT AS A VARIABLE RANDB1A. PRESENT ITEMS IN ORDER, STARTING AT THE RANDOM POINT AND WRAPPING AS NECESSARY.]

(a) Talk with faculty about academic matters outside of class time?
(b) Meet with advisor concerning academic plans?
(c) Have informal or social contacts with advisor or other faculty members outside of classrooms/office?
(d) Participate in study groups with other students outside of the classroom?
(e) Go places with friends from the school (e.g., concerts, movies, restaurants, sporting events)?
(f) Participate in one or more student assistance centers or programs (e.g., counseling programs, learning skills center, minority student services, health services)?
(g) Participate in school clubs (e.g., student government, religious clubs, service activities)?
(h) Attend academic or career-related lectures, conventions, or field trips with friends?
(i) Participate in and practice with others for music, drama, choir, etc.?
(j) Participate in and practice with others for intramural or nonvarsity sports?
(k) Participate in and practice with others for intercollegiate or varsity sports?

9.A. I am now going to ask you about your satisfaction with certain school features and services at (name of NPSAS school). For the services I mention, please first indicate whether or not you used the service, and then indicate your satisfaction. (1) Very Dissatisfied, (2) Somewhat Dissatisfied, (3) Somewhat Satisfied, or (4) Very Satisfied [(5) Didn't use (where applicable)].

[NOTE: PICK A RANDOM START POINT BETWEEN a AND p AND STORE THIS START POINT AS A VARIABLE, RANDB2A. PRESENT ITEMS IN ORDER, STARTING AT THE RANDOM POINT AND WRAPPING AS NECESSARY.]

(a) The ability of most of the teachers.
(b) The social life.
(c) Your intellectual growth.
(d) Special tutoring or remedial instruction
(e) Academic counseling.
(f) Financial aid counseling.
(g) Personal counseling.
(h) Career or job counseling.
(i) Job placement/recruitment services
(k) Cultural activities, music, art, drama, etc.
(n) Sports and recreation facilities.
(o) The financial cost of attending.
(p) The prestige of the school.

[NOTE: OPTIONS j, l, AND m INTENTIONALLY OMITTED.]

9AD_AVAIL [IF RESPONSE TO 9.A.d WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Was special tutoring or remedial instruction available at (FILL IN NAME OF NPSAS SCHOOL).
(1) YES.
(2) NO.

9AE_AVAIL [IF RESPONSE TO 9.A.e WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Was academic counseling available at (FILL IN NAME OF NPSAS SCHOOL).
(1) YES.
(2) NO.

9AF_AVAIL [IF RESPONSE TO 9.A.f WAS "NEVER", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Was financial aid counseling available at (FILL IN NAME OF NPSAS SCHOOL).
(1) YES.
(2) NO.

9AG_AVAIL [IF RESPONSE TO 9.A.g WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Was personal counseling available at (FILL IN NAME OF NPSAS SCHOOL).
(1) YES.
(2) NO.

9AH_AVAIL [IF RESPONSE TO 9.A.h WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Was career or job counseling available at (FILL IN NAME OF NPSAS SCHOOL).
(1) YES.
(2) NO.

9AI_AVAIL [IF RESPONSE TO 9.A.i WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Were recruiting or job placement services available at (FILL IN NAME OF NPSAS SCHOOL).
(1) YES.
(2) NO.

9AN_AVAIL [IF RESPONSE TO 9.A.n WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Were sports and recreation facilities available at (FILL IN NAME OF NPSAS SCHOOL).
(1) YES.
(2) NO.

[B.8.B AND B.9.B ARE ASKED ONLY FOR OTHER PRINCIPAL SCHOOL ATTENDED (IF ANY), AS DETERMINED IN B.]

8.B. [IF "OTHER PRINCIPAL SCHOOL" IS "97," FILL IN ALL RESPONSES TO 8.B AND 9.B AS "97," AND GO TO B.10; OTHERWISE ASK QUESTIONS.]
I am now going to read you a list of school-related activities that you may or may not have participated in at any time while at (name of other principal school). Please answer (1) Never, (2) Once, (3) Several Times, or (4) Often. Roughly, how often per term did you...

[NOTE: PICK A RANDOM START POINT BETWEEN a AND k, AND STORE THIS START POINT AS A VARIABLE RANDB1B. PRESENT ITEMS IN ORDER, STARTING AT THE RANDOM POINT AND WRAPPING AS NECESSARY.]

(a) Talk with faculty about academic matters outside of class time?
(b) Meet with advisor concerning academic plans?
(c) Have informal or social contacts with advisor or other faculty members outside of classrooms/office?
(d) Participate in study groups with other students outside of the classroom?
(e) Go places with friends from the school (e.g., concerts, movies, restaurants, sporting events)?
(f) Participate in one or more student assistance centers or programs (e.g., counseling programs, learning skills center, minority student services, health services)?
(g) Participate in school clubs (e.g., student government, religious clubs, service activities)?
(h) Attend academic or career-related lectures, conventions, or field trips with friends?
(i) Participate in and practice with others for music, drama, choir, etc.?
(j) Participate in and practice with others for intramural or nonvarsity sports?
(k) Participate in and practice with others for intercollegiate or varsity sports?

9.B Now, I'm going to ask you about your satisfaction with school features and services at (name of other principal school). As before, please indicate whether or not you used the services I mention, then state satisfaction as: (1) Very Dissatisfied, (2) Somewhat Dissatisfied, (3) Somewhat Satisfied, or (4) Very Satisfied [(5) Didn't use (where applicable).]

[NOTE: PICK A RANDOM START POINT BETWEEN a AND p AND STORE THIS START POINT AS A VARIABLE, RANDB2B. PRESENT ITEMS IN ORDER, STARTING AT THE RANDOM POINT AND WRAPPING AS NECESSARY.]

(a) The ability of most of the teachers.
(b) The social life.
(c) Your intellectual growth.
(d) Special tutoring or remedial instruction
(e) Academic counseling.
(f) Financial aid counseling.
(g) Personal counseling.
(h) Career or job counseling.
(i) Job placement/recruitment services
(k) Cultural activities, music, art, drama, etc.
(n) Sports and recreation facilities.
(o) The financial cost of attending.
(p) The prestige of the school.

[NOTE: OPTIONS j, l, AND m INTENTIONALLY OMITTED.]

9BD_AVAIL [IF RESPONSE TO 9.B.d WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Was special tutoring or remedial instruction available at (FILL IN NAME OF OTHER PRINCIPAL SCHOOL).
(1) YES.
(2) NO.

9BE_AVAIL [IF RESPONSE TO 9.B.e WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Was academic counseling available at (FILL IN NAME OF OTHER PRINCIPAL SCHOOL).
(1) YES.
(2) NO.

9BF_AVAIL [IF RESPONSE TO 9.B.f WAS "NEVER", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Was financial aid counseling available at (FILL IN NAME OF OTHER PRINCIPAL SCHOOL).
(1) YES.
(2) NO.

9BG_AVAIL [IF RESPONSE TO 9.B.g WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Was personal counseling available at (FILL IN NAME OF OTHER PRINCIPAL SCHOOL).
(1) YES.
(2) NO.

9BH_AVAIL [IF RESPONSE TO 9.B.h WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Was career or job counseling available at (FILL IN NAME OF OTHER PRINCIPAL SCHOOL).
(1) YES.
(2) NO.

9BI_AVAIL [IF RESPONSE TO 9.B.i WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Were recruiting or job placement services available at (FILL IN NAME OF OTHER PRINCIPAL SCHOOL).
(1) YES.
(2) NO.

9BN_AVAIL [IF RESPONSE TO 9.B.n WAS "DIDN'T USE", ASK QUESTION; OTHERWISE, FILL IN AS 97.]
Were sports and recreation facilities available at (FILL IN NAME OF OTHER PRINCIPAL SCHOOL).
(1) YES.
(2) NO.

10. (TIME STAMP ON THIS SCREEN.) During the terms ending between July 1, 1989 through June 30, 1990, while you were enrolled in (fill in name(s) of all school(s)/college(s) in which enrolled for terms ending during the time period), please estimate how well you did in all your coursework. (READ CHOICES AS NECESSARY.)

(a) Mostly A's (3.75-4.00 grade point average).
(b) A's and B's (3.25-3.74 grade point average).
(c) Mostly B's (2.75-3.24 grade point average).
(d) B's and C's (2.25-2.74 grade point average).
(e) Mostly C's (1.75-2.24 grade point average).
(f) C's and D's (1.25-1.74 grade point average).
(g) Mostly D's or below (less than 1.25).
(h) Other (e.g., non-graded, pass/fail).

11. [IF NOT ENROLLED DURING OR AFTER JULY 1990, THEN FILL IN B.11 WITH RESPONSE TO B.10 AND GO TO B.12; IF ENROLLED DURING OR AFTER JULY 1990, THEN ASK QUESTION].
During the entire period between July 1989 through the present, while you were enrolled in (FILL IN NAME(S) OF ALL SCHOOL(S)/COLLEGE(S) in which enrolled during the time period), please estimate how well you have done in all your course work. (READ CHOICES AS NECESSARY).

(a) Mostly A's (3.75-4.00 grade point average).
(b) A's and B's (3.25-3.74 grade point average).
(c) Mostly B's (2.75-3.24 grade point average).
(d) B's and C's (2.25-2.74 grade point average).
(e) Mostly C's (1.75-2.24 grade point average).
(f) C's and D's (1.25-1.74 grade point average).
(g) Mostly D's or below (less than 1.25).
(h) Other (e.g., non-graded, pass/fail).

12. (TIME STAMP ON THIS SCREEN.) [ASK THIS QUESTION FOR NPSAS SCHOOL.]
During the period from July 1989 through June 1990, when you were enrolled in (NPSAS school), how frequently did you receive the following assistance from your school(s)? (1) Never, (2) 1-3 Times, (3) 4 or More Times.

(a) Additional instruction or tutoring for specific courses. [IF 9.A.d = "DIDN'T USE", FILL IN AS "NEVER" AND DO NOT ASK.]
(b) Remedial instruction or tutoring to improve basic writing and computational skills. [IF 9.A.d = "DIDN'T USE", FILL IN AS "NEVER" AND DO NOT ASK.]
(c) Career counseling. [IF AND 9.A.h = "DIDN'T USE", FILL IN AS "NEVER" AND DO NOT ASK.]
(d) Academic counseling [IF 9.A.e = "DIDN'T USE", FILL IN AS "NEVER" AND DO NOT ASK.]
(e) Financial aid counseling. [IF AND 9.A.f = "DIDN'T USE", FILL IN AS "NEVER" AND DO NOT ASK.]
(f) Personal counseling. [IF 9.A.g = "DIDN'T USE", FILL IN AS "NEVER" AND DO NOT ASK.]

13. [IF ANY OF SERVICES (a-f) LISTED IN B.12, WERE RECEIVED (i.e., RESPONSES OF 2 OR 3), ASK THE FOLLOWING FOR EACH SERVICE RECEIVED. [ALLOW RESPONSES FOR B.13.a AND B.13.b FOR EACH OF THE SIX SERVICES. IF SERVICE NOT RECEIVED, FILL IN APPROPRIATE RESPONSE FOR 13.a AND 13.b AS 97]; IF NO SERVICES RECEIVED, FILL IN ALL REPEATS OF 13.a AND 13.b AS 97 AND GO TO B.14.)

a. When you received (fill in name of service received), how was the service most often provided?

(a) In group sessions.
(b) Individually.
(c) Both.

b. Who was the primary provider of (fill in name of service received)? (READ CHOICES AS NECESSARY.)

(a) FINANCIAL AID OFFICE STAFF.
(b) JOB PLACEMENT OFFICE STAFF.
(c) FACULTY.
(d) STUDENTS.
(e) OTHER PROFESSIONALS.
(f) A COMPUTER PROGRAM.
(g) OTHER

14. (IF ENROLLED IN OTHER PRINCIPAL SCHOOL/COLLEGE BETWEEN JULY 1990 THROUGH JUNE 1991 ASK THIS QUESTION FOR OTHER PRINCIPAL SCHOOL; ELSE, IF ENROLLED IN NPSAS SCHOOL BETWEEN JULY 1990 THROUGH JUNE 1991, ASK QUESTION FOR NPSAS SCHOOL; OTHERWISE, FILL IN RESPONSES AS 97, AND GO TO SECTION C.)
During the period between July 1990 and June 1991, when you were enrolled in (fill in name of other principal school or NPSAS school, as applicable), how frequently did you receive the following assistance from your school(s)? (1) Never, (2) 1-3 Times, (3) 4 or More Times.

(a) Additional instruction or tutoring for specific courses. [IF USING NPSAS SCHOOL AND 9.A.d = "DIDN'T USE", (OR IF USING OTHER PRINCIPAL SCHOOL AND 9.B.d = "DIDN'T USE", FILL IN "NEVER" AND DO NOT ASK.]
(b) Remedial instruction or tutoring to improve basic writing and computational skills. [IF USING NPSAS SCHOOL AND 9.A.d = "DIDN'T USE", OR IF USING OTHER PRINCIPAL SCHOOL AND 9.B.d = "DIDN'T USE", FILL IN "NEVER" AND DO NOT ASK.]
(c) Career counseling. [IF USING NPSAS SCHOOL AND 9.A.h = "DIDN'T USE", OR IF USING OTHER PRINCIPAL SCHOOL AND 9.B.h = "DIDN'T USE," FILL IN "NEVER" AND DO NOT ASK.]
(d) Academic counseling. [IF USING NPSAS SCHOOL AND 9.A.e = "DIDN'T USE", OR IF USING OTHER PRINCIPAL SCHOOL AND 9.B.e = "DIDN'T USE,", FILL IN "NEVER" AND DO NOT ASK.]
(e) Financial aid counseling. [IF USING NPSAS SCHOOL AND 9.A.f = "DIDN'T USE", OR IF USING OTHER PRINCIPAL SCHOOL AND 9.B.f = "DIDN'T USE," FILL IN "NEVER" AND DO NOT ASK.]
(f) Personal counseling. [IF USING NPSAS SCHOOL AND 9.A.g = "DIDN'T USE", OR IF USING OTHER PRINCIPAL SCHOOL AND 9.B.g = "DIDN'T USE," FILL IN "NEVER" AND DO NOT ASK.]

BEST COPY AVAILABLE

C. Education Financing (TIME STAMP ON SECTION C START SCREEN)

[IF NO POSTSECONDARY EDUCATION SINCE FEBRUARY 1990, GO TO SECTION D]

The next few questions are about your education finances and financial aid. Financial aid includes grants, scholarships, student loans, work-study, fellowships, assistantships, and assistance with education from an employer or from the military. It does not include financial assistance from family or friends.

[C.1 THROUGH C.3 ARE REPEATED FOR EACH TERM AT EACH SCHOOL IDENTIFIED IN SECTION B (NPSAS SCHOOL, PRELOAD AND "OTHERS"--LIMIT OF 12 SCHOOL/TERM COMBINATIONS. EACH REPEAT BLOCK SHOULD INCLUDE VARIABLES IDENTIFYING THE SCHOOL AND TERM WITHIN SCHOOL REFERENCED.]

1. (TIME STAMP ON EACH REPEAT OF THIS SCREEN) For (fill in name of first, second, third, etc., school/college in which enrolled during or after February 1990), let's talk about the term from (starting and ending dates of first enrollment for credit, beginning with the first term that includes or follows February 1990). Where did you live during this term? (READ CHOICES FIRST TIME THROUGH; SUBSEQUENTLY READ AS NECESSARY)
   1. IN SCHOOL-PROVIDED HOUSING.
   2. IN A SORORITY/FRATERNITY HOUSE.
   3. IN YOUR OWN APARTMENT OR HOUSE (NOT WITH PARENTS BUT PERHAPS WITH FRIENDS OR FAMILY).
   4. IN EMPLOYER-PROVIDED HOUSING (INCLUDING MILITARY).
   5. WITH PARENTS OR GUARDIAN.
   6. WITH RELATIVES, OTHER THAN PARENTS, SPOUSE, OR CHILDREN.
   7. OTHER SITE.

2. Did you receive financial aid for the (fill in starting and ending dates of the term being discussed) term at (name of school/college at which enrolled during that term) [FOR FIRST TIME THROUGH ONLY ADD THE FOLLOWING: Please do not include financial assistance from family or friends.]?
   1 = YES. (GO TO C.3.)
   2 = NO. (FILL IN ALL RESPONSES TO C.3 AS "NO", THEN, IF LAST REPEAT OF C.1-C.3 GO TO C.4; OTHERWISE GO BACK TO REPEAT OF C.1)

3. For this term, did you receive: (YES OR NO TO EACH. READ CHOICES ON FIRST REPEAT, ON SUBSEQUENT REPEATS, READ AS NECESSARY.)
   1. GRANT(S).
   2. SCHOLARSHIP(S)
   3. STUDENT LOAN(S), OTHER THAN LOAN(S) FROM FAMILY OR FRIENDS OR LOANS TO PARENTS.
   4. TUITION BENEFITS OR OTHER EDUCATION ASSISTANCE FROM EMPLOYER OR UNION.

[IF LAST REPEAT OF C.1 - C.3, CONTINUE WITH C.4; OTHERWISE, GO TO C.1 FOR ADDITIONAL REPEAT]

4. (ASK ONLY IF, FROM APPROPRIATE REPEATS OF C.2, ANY FINANCIAL AID WAS RECEIVED FOR ANY TERM IN ANY SCHOOL/COLLEGE THAT ENDED DURING THE 1990-91 SCHOOL YEAR: JULY 1990 - JUNE 1991) (TIME STAMP ON THIS SCREEN, IF ASKED)

   What was the total amount of financial aid received (i.e., awarded and accepted) from all sources, except parents, family, and friends, for terms ending between July 1990 - June 1991? (INFORMATION REQUESTED HERE IS FINANCIAL AID ACTUALLY USED. IF FINANCIAL AID WAS APPROVED BUT STUDENTS DID NOT ACCEPT OR USE THE AID, IT SHOULD NOT BE INCLUDED.) $_______

5. (ASK ONLY IF, FROM APPROPRIATE REPEATS OF C.2, ANY FINANCIAL AID RECEIVED FOR ANY TERM IN ANY SCHOOL/COLLEGE THAT ENDED DURING THE 1991-92 SCHOOL YEAR: JULY 1991 - JUNE 1992 OR CURRENT DATE, WHICHEVER IS EARLIER) (TIME STAMP ON THIS SCREEN, IF ASKED)

   What was the total amount of financial aid received (i.e., awarded and accepted) from all sources, except parents, family, and friends, for terms ending since June 1991? (INFORMATION REQUESTED HERE IS FINANCIAL AID ACTUALLY USED. IF FINANCIAL AID WAS APPROVED BUT STUDENT DID NOT ACCEPT OR USE THE AID, IT SHOULD NOT BE INCLUDED) $_______

   [REPEAT QUESTIONS 6 AND 7 FOR EACH SCHOOL IDENTIFIED IN SECTION B THAT WAS ATTENDED SINCE FEBRUARY OF 1990.]

6. [ASK QUESTION ONLY IF INSTITUTION UNDER CONSIDERATION WAS A PUBLIC INSTITUTION (FROM PRELOAD, IPEDS PICK-UP, OR B.4.b; OTHERWISE PROGRAM FILLS IN AS "97".]
While you attended [FILL IN SCHOOL NAME], was your tuition base
(1) LOCAL JURISDICTION (IN-STATE, IN-COUNTY, IN-CITY, AS APPLICABLE)
(2) NON LOCAL JURISDICTION (OUT-OF-STATE, OUT-OF-COUNTY, OUT-OF-CITY, AS APPLICABLE.)

7. [ASK QUESTION ONLY IF (APPROPRIATE, FROM C.6, IF PUBLIC; OR OUT-OF-JURISDICTION, IF PRIVATE) TUITION AND FEES AMOUNT READ IN DURING IPEDS CODING IS MISSING. IF NOT MISSING, PROGRAM FILLS IN THE IC FILE DATA THAT WERE READ IN OR PRELOADED.]

Approximately how much are the annual tuition and fees (excluding summer terms) for [FILL IN SCHOOL NAME]?

$_______________

[IF THIS WAS LAST REPEAT OVER SCHOOLS, GO TO C.8; OTHERWISE, GO BACK TO C.6. FOR ANOTHER REPEAT.]

8. (TIME STAMP ON THIS SCREEN)
   a. [IF RESPONSE OF "YES" TO ANY REPEAT OF C.2, FILL IN 8.a AS "YES", AND GO TO 8.b; OTHERWISE ASK 8.a]
   Since February 1990, have you ever applied for financial aid for your postsecondary education?
   (1) YES.
   (2) NO. (FILL IN 8.b AND 8.c AS "97" AND GO TO C.9)

   b. Since February 1990, have you ever failed to receive aid that you applied for?
   (1) YES.
   (2) NO.

   c. Since February 1990 have you ever been offered any student financial aid that you didn't accept?
   (1) YES.
   (2) NO.

9. For the entire time you were in postsecondary school since February 1990, did you use money for your education or associated living expenses from any of the following sources?

(1) YES, (2) NO.

a. Personal earnings or savings?
b. Spouse earnings or savings?
c. Contributions from parents (not to be repaid)?
d. Loans from parents (to be repaid)?
e. Contribution from other relatives (not parents) or friends (not to be repaid)?
f. Loans from other relatives (to be repaid) or friends?
g. Other personal or family resources?

10. (IF YES TO ANY REPEAT OF C.3.3, OR TO 9.d., or 9.f. OR IF NPSAS DATA INDICATES YES TO OWE ON LOANS (i.e., PRIORLN=1) ASK THIS QUESTION; OTHERWISE FILL IN ALL QUESTION 10 AND 11 RESPONSES AS "NA" AND SKIP TO C.12)
   a. So far, about how much in total have you borrowed to help you with postsecondary education?

   $_____________ [IF NONE, ENTER 99999.97, FILL IN C.10.b THROUGH C.11 AS "NA", AND GO TO C.12]

   b. Do you still owe money on these loans for your postsecondary education?

   (1) YES. (GO TO 10.c.)
   (2) NO. (FILL IN 10.c THROUGH C.11 AS "NA" AND GO TO C.12.)

   c. How much do you currently owe? $________

d. When are you (or were you) scheduled to start payment on your loan(s) (the first one due if more than one)?
MONTH __ __
YEAR 19 __ __

e. [ASK ONLY IF PAYMENT DATE IS CURRENT MONTH OF 1992 OR EARLIER; OTHERWISE FILL IN WITH "97."]
Have you started repaying your loan?
(1) YES.
(2) NO.

11. In order to have a portion of this debt forgiven, would you be willing to do any of the following?
(1) YES, (2) NO.
a. Teach or perform other public service work in a depressed area of the U.S., such as a rural area or inner city?
b. Enter national service such as Conservation Corps, Peace Corps, or VISTA?
c. Enter the military?

12. (IF NPSAS DEPENDENCY STATUS IS AVAILABLE, ASK 12.a; OTHERWISE START WITH 12.b)
a. You previously told us you [were (IF NPSAS DEPENDENCY STATUS = 1)/were not (IF NPSAS DEPENDENCY = 2)] listed as a dependent on your parent's income tax return for 1989. Is that correct?
(1) YES (IF NPSAS DEPENDENCY STATUS = 1, FILL IN C.12.b AS "YES" AND GO TO C.12.c. IF NPSAS DEPENDENCY STATUS=2, FILL IN C.12.b, c and d AS "NO", AND GO TO SECTION D.)
(2) NO (GO TO C.12.b)

b. Were you listed as a dependent on your parent's income tax return for 1989?
(1) YES (CONTINUE WITH C.12.c)
(2) NO (FILL IN 12.c AND 12.d AS "NO" AND GO TO SECTION D)

c. Were you listed as a dependent on your parents' income tax return for 1990?
(1) YES (CONTINUE WITH C.12.d.)
(2) NO (FILL IN 12.d AS "NO," AND GO TO SECTION D.)

d. For 1991?
(1) YES.
(2) NO.

D. Work Experiences (TIME STAMP ON SECTION D START SCREEN)

The next few questions concern any jobs you may have held (for pay) during or since February of 1990. This includes jobs that you started before that time, but you were still employed in during or after February 1990. If you left a job and sometime later went back to the same job, please count that as two jobs for purposes of these questions. We want you to consider any job you held for pay, including summer jobs, work-study jobs, apprenticeships, and co-ops.

1. Have you held any job for pay at any time (including co-ops, work study, summer jobs, part-time jobs, National Guard, or military reserve), either full-time or part-time, since February 1990?
   a. YES. (GO TO D.2.)
   b. NO. (SECTION D COMPLETE, GO TO SECTION E.)

2. [LIMIT OF 6 JOBS. JOBS SHOULD BE SORTED BY START MONTH/YEAR AFTER EACH ENTRY. ALSO FLAG SHOULD BE SET WHEN 1ST REACHING THIS SCREEN TO AVOID A REPEAT, SHOULD BACKTRACK BE REQUIRED.]
   For each job you held since February 1990, please tell me
   a. Who was your employer?
   b. What month and year did you start this job?
   c. What month and year did you end this job?
   d. Was the job full-time or part-time?

   [NOTE TO INTERVIEWER: PART-TIME IS LESS THAN 35 HOURS PER WEEK.]

   [NOTE TO INTERVIEWER: IF STILL IN JOB FILL IN END MONTH AND YEAR AS "97".]

Job	Company	Start Month	Start Year	End Month	End Year	Full-time/ Part-Time	
1	______________	__ __	19__ __	__ __	19__ __	F	P
2	______________	__ __	19__ __	__ __	19__ __	F	P
3	______________	__ __	19__ __	__ __	19__ __	F	P
4	______________	__ __	19__ __	__ __	19__ __	F	P
5	______________	__ __	19__ __	__ __	19__ __	F	P
6	______________	__ __	19__ __	__ __	19__ __	F	P

   [PROGRAM TO ALLOW CORRECTION OF COMPANY NAME START AND END DATES AND ALLOW A DELETION CODE FOR JOBS LISTED INAPPROPRIATELY. VERIFY ENTIRE SCREEN WITH RESPONDENT BEFORE EXITING.]

3. (IF EMPLOYED AT ANY TIME PRIOR TO END OF LAST ENROLLMENT PERIOD, ASK THIS QUESTION; OTHERWISE FILL IN D.3 AS "NA" AND GO TO D.8.]
   Since you were employed at sometime during the time period that you [have been, IF STILL ENROLLED/were, IF NOT STILL ENROLLED] going to school/college, how did you view your primary role in postsecondary education? (READ ALL CHOICES.)
   1 = STUDENT WHO WORKS TO HELP PAY EXPENSES WHILE IN SCHOOL/COLLEGE.
   2 = STUDENT WHO WORKS TO EARN EXTRA SPENDING MONEY WHILE IN SCHOOL/COLLEGE.
   3 = AN EMPLOYEE WHO ATTENDS SCHOOL/COLLEGE TO GAIN SKILLS NECESSARY FOR JOB ADVANCEMENT.
   4 = AN EMPLOYEE WHO ATTENDS SCHOOL TO EXPAND NEW CAREER POSSIBILITIES.
   5 = AN EMPLOYEE WHO ATTENDS SCHOOL TO EXPAND PERSONAL KNOWLEDGE/SKILLS.

   [NOTE TO INTERVIEWER: FORCE A CHOICE TO D.3. DO NOT ACCEPT "DK" AS AN ANSWER.]

   [IF RESPONSE TO D.3 WAS "1" OR "2", REPEAT D..4 THROUGH D.7 FOR EACH JOB LISTED IN D.2 THAT WAS HELD AT ANY TIME BEFORE LAST ENROLLMENT PERIOD. FILL IN NUMBER OF JOB (FROM D.2) FOR EACH REPEAT SEGMENT. IF D.3 RESPONSE WAS "3", "4", OR "5", GO TO D.8.]

4. (TIME STAMP ON THIS SCREEN FOR EACH REPEAT)

Was the job with [FILL IN EMPLOYER NAME FROM D.2] between [FILL IN START DATE] and [FILL IN END DATE] a "co-op" job or paid internship/apprenticeship associated with an educational program you were enrolled in at the time?
1 = YES.
2 = NO.

5. How closely was this job with [FILL IN EMPLOYER NAME FROM D.2] related to your planned area of study at that time?
1 = CLOSELY RELATED.
2 = SOMEWHAT RELATED.
3 = NOT RELATED.

6. Was this job with [FILL IN EMPLOYER NAME FROM D.2] on-campus or off-campus?
1 = ON-CAMPUS.
2 = OFF-CAMPUS.

7. In a typical week on this job with [FILL IN EMPLOYER NAME FROM D.2] how many hours did you work?

____
Number of Hours

[IF ADDITIONAL APPLICABLE JOBS, REPEAT D.4 THROUGH D.7 FOR NEXT APPLICABLE JOB. OTHERWISE, GO TO D.8, IF RESPONDENT NOT CURRENTLY ENROLLED IN SCHOOL AND HAS HELD JOB SINCE LAST ENROLLMENT PERIOD; OTHERWISE, SET ALL Q8 APPLICABILITY INDICATORS (SEE BELOW) TO "INAPPLICABLE" AND GO TO D.17.]

8. [TIME STAMP ON THIS SCREEN FOR EACH APPLICABLE REPEAT (IF ANY)]

[QUESTIONS D.8 THROUGH D.16 ARE REPEATED FOR PRINCIPAL JOBS HELD IN 1990 AND 1991. COMPUTE AN APPLICABILITY INDICATOR FOR EACH JOB. IF RESPONSE TO D.3 WAS 3, 4, OR 5, THEN ALL JOBS LISTED IN D.2 ARE APPLICABLE. IF RESPONSE WAS NA, 1, OR 2 TO D.3, ONLY JOBS HELD SINCE LAST ENROLLMENT PERIOD ARE APPLICABLE. IF NO APPLICABLE JOBS, GO TO D.17. FILL IN ALL NONAPPLICABLE REPEATS WITH "NA" CODES. STORE APPROPRIATE JOB NUMBER (FROM D.2 OR 8.b BELOW) AS PART OF EACH REPEAT. ASK 8.a IF ONLY ONE "APPLICABLE" JOB DURING YEAR UNDER CONSIDERATION; ASK 8.b AND c IF TWO OR MORE JOBS DURING YEAR UNDER CONSIDERATION.]

a. We would like to ask a few questions about your job with [FILL IN EMPLOYER'S NAME FROM D.2] during [FILL IN APPROPRIATE YEAR]. (GO TO D.9)

b. In [FILL IN APPROPRIATE YEAR], you indicated that you worked for more than one employer. Which of these do you consider to be your principal job during that year?
1.
2.
3. PROGRAM FILLS IN NUMBERS AND
4. EMPLOYERS FOR APPROPRIATE YEAR
5. FROM D.2.
6.

[PROGRAM DOES NOT ACCEPT INPUT EXCEPT FOR APPLICABLE JOBS THAT ARE PRESENTED.]

c. We would like to ask you a few questions about this principal job with [FILL IN EMPLOYER FROM D.2] during [FILL IN APPROPRIATE YEAR].

9. a. What kind of business or industry was this (for example: hospital, newspaper publishing, mail order house, auto engine manufacturing, breakfast cereal manufacturing)?

____

b. Was this job mainly?
1) Manufacturing
2) Wholesale trade
3) Retail trade
4) Other (agriculture, construction, service, government, etc., but not military)
5) Military

10. a. What kind of job was this (for example, registered nurse, personnel manager, salesperson, waitress, gasoline engine assembler, or MOS if military)?

____
(Fill in)

b. What were your most important duties (for example; patient care, directing hiring practices, supervising order clerks, assembling engines, operating grinding mill)?

____
(Fill in)

11. (TIME STAMP IMMEDIATELY FOLLOWING EACH REPEAT OF THIS SCREEN)

What type of company or organization was this? (READ CHOICES)
1 = PRIVATE FOR-PROFIT.
2 = PRIVATE NOT-FOR-PROFIT OR NON-PROFIT.
3 = LOCAL GOVERNMENT.
4 = STATE GOVERNMENT.
5 = FEDERAL GOVERNMENT.
6 = SELF-EMPLOYED IN YOUR OWN BUSINESS, PROFESSIONAL PRACTICE, OR FARM (NOT INCORPORATED)
7 = SELF-EMPLOYED IN YOUR OWN BUSINESS, PROFESSIONAL PRACTICE OR FARM (INCORPORATED)
8 = OTHER. (SPECIFY) ______________________

[RESPONSES TO D.9 THROUGH D.11, TOGETHER WITH EMPLOYER NAME, TO BE CODED ON LINE INTO STANDARD INDUSTRY AND OCCUPATION CODES.]

12. (TIME STAMP ON THIS SCREEN)
How satisfied were you with this job?
1 = SATISFIED.
2 = NEUTRAL OR NO OPINION.
3 = DISSATISFIED.

13. During [FILL IN APPROPRIATE YEAR], did you participate in any employer-provided education/training programs while in this job with [FILL IN EMPLOYER NAME]. (Other than what you have mentioned so far)
1 = YES. (GO TO D.14)
2 = NO. ([FILL IN D.14 THROUGH D.16 OF THIS REPEAT AS "NA". THEN, IF THIS IS THE LAST REPEAT OF D.8-D.16, GO TO D.17; OTHERWISE, GO TO D.8 FOR ADDITIONAL REPEAT.)

14. Were any of these programs (READ CHOICES AND ENTER YES OR NO TO EACH; 1 = "YES"; 2 = "NO")

a. FORMAL REGISTERED APPRENTICESHIP, SPONSORED BY THE STATE OR A LABOR UNION?
b. EMPLOYER-PROVIDED JOB TRAINING DURING WORKING HOURS?

15. On the average, (for all training in this job) how many hours per week did you spend?
a. Being instructed by a teacher? _____ (hours/week) [97 = NONE]
b. Outside reading/homework/practice/lab work_______ (hours/week). [97 = NONE]

16. a. What was the length of all programs for this job in [FILL IN APPROPRIATE YEAR]?
[ENTER NUMBER __________ [97 = "FOR AS LONG AS EMPLOYED"]

b. (IF D.16.a = 97, FILL IN A 97 FOR THIS RESPONSE, OTHERWISE INTERVIEWER ASKS OR SPECIFIES WHETHER THE D.19.a NUMBER IS IN:)
1 = DAYS
2 = WEEKS
3 = MONTHS

[IF THIS IS THE LAST REPEAT OF D.8-D.16, GO TO D.17; OTHERWISE, GO TO D.8 FOR ADDITIONAL REPEAT]

[REPEAT D.17 FOR ALL APPLICABLE NON-EMPLOYMENT PERIODS (LIMIT 6)]

17. (ASK QUESTION ONLY IF THERE ARE ANY APPLICABLE PERIODS OF UNEMPLOYMENT. UNEMPLOYMENT PERIODS SHOW A ONE MONTH OR MORE SKIP BETWEEN END OF EMPLOYMENT PERIOD AND BEGINNING OF THE NEXT EMPLOYMENT PERIOD (OR CURRENT DATE IF NOT CURRENTLY EMPLOYED); E.G., END OF EMPLOYMENT IN JUNE, 1990 AND BEGINNING OF NEXT EMPLOYMENT IN AUGUST, 1990 OR LATER. UNEMPLOYMENT PERIODS ARE NOT APPLICABLE IF THEY OCCUR WHILE RESPONDENT IS ENROLLED IN SCHOOL OR IF THEY OCCUR IN THE SUMMER BETWEEN TWO TERMS OF EDUCATION.) (TIME STAMP ON EACH REPEAT OF THIS SCREEN)

For the period from (month and year of beginning and ending of first applicable non-employment period), you reported not being employed and not in school. During that period:

a. Did you receive unemployment insurance?
(1) YES.
(2) NO.

b. Were you looking for work?
(1) YES. (GO TO 17.c.)
(2) NO. (FILL IN 17.c WITH 97; THEN IF THIS IS LAST REPEAT OF D.17, GO TO SECTION E; OTHERWISE, GO BACK TO SCREEN STARTING D.17 FOR ADDITIONAL REPEAT.)

c. How many hours per week did you spend, on the average, looking for work? ________ HOURS

[IF THIS IS LAST REPEAT OF D.17, GO TO SECTION E; OTHERWISE, GO BACK TO SCREEN STARTING D.17 FOR ADDITIONAL REPEAT.]

E. Other Education or Training

The next few questions are about your participation in education programs other than the ones we have already discussed.

(TIME STAMP ON SCREEN STARTING SECTION E)

1. Other than postsecondary education for credit, education/training provided by your employer, and military training, we would like to find out about your participation in other programs such as registered apprenticeships, government training programs, personal enrichment, or correspondence courses. Since February 1990, have you participated in any of the following? Please report any specific course or program in only one category. (READ CHOICES) (1) YES, (2) NO.

   a. Non-credit courses or activities in a regular school or college
   b. Correspondence courses
   c. Courses given by a community group, labor organization, or church
   d. Courses or instruction from a private company or instructor
   e. Courses by television, radio, or newspaper
   f. Programs or courses sponsored by federal, state, or local government

2. [IF NO RESPONSE TO E.1.a-f WAS "YES", THEN FILL IN E.1.a.1 THROUGH E.1.f.4 AS "97" AND GO TO SECTION F; OTHERWISE ASK APPROPRIATE PARTS TO THIS QUESTION.]

   a.1 [IF RESPONSE TO E.1.a WAS "YES", ASK QUESTION; OTHERWISE FILL IN E.2.a.1 THROUGH E.2.a.4 AS "97" AND GO TO E.2.b.1]
   Were any of the non-credit college courses/activities job related?
   (1) YES
   (2) NO (FILL IN 2.a.2 THROUGH 2.a.4 AS "NA", AND GO TO 2.b.1)

   [NOTE TO INTERVIEWER: JOB RELATED MEANS REQUIRED BY, OR USEFUL IN, JOB HELD AT THE TIME OF THE COURSE OR JOB INDIVIDUAL WAS SEEKING TO GAIN AT THE TIME OF THE COURSE.]

   a.2 Did you complete any job-related non-credit courses/activities?
   (1) YES
   (2) NO

   a.3 Are you still enrolled in any job-related, non-credit courses/activities?
   (1) YES
   (2) NO

   a.4 Were any of the non-credit courses/activities required by your employerr or prospective employer at the time you took the course (participated in the activity)?
   (1) YES, ALL WERE REQUIRED
   (2) YES, SOME WERE REQUIRED
   (3) NO, NONE WERE REQUIRED

   [NOTE TO INTERVIEWER: IF RESPONDENT ANSWERS "YES," THEN ASK IF ALL OR ONLY SOME COURSES/ACTIVITIES WERE REQUIRED. IF RESPONDENT PARTICIPATED IN ONLY ONE COURSE/ACTIVITY AND SAYS "YES," THEN "ALL" WERE REQUIRED.]

   b.1 [IF RESPONSE TO E.1.b WAS "YES", ASK QUESTION; OTHERWISE FILL IN E.2.b.1 THROUGH E.2.b.4 AS "97" AND GO TO E.2.c.1]
   Were any of the correspondence courses job related?
   (1) YES
   (2) NO (FILL IN 2.b.2 THROUGH 2.b.4 AS "NA", AND GO TO 2.c.1)

   [NOTE TO INTERVIEWER: JOB RELATED MEANS REQUIRED BY, OR USEFUL IN, JOB HELD AT THE TIME OF THE COURSE OR JOB INDIVIDUAL WAS SEEKING TO GAIN AT THE TIME OF THE COURSE.]

   b.2 Did you complete any job-related correspondence courses?
   (1) YES
   (2) NO

b.3 Are you still taking any job-related correspondence courses?
(1) YES
(2) NO

b.4 Were any of the correspondence courses required by your employerr or prospective employer at the time you took the course?
(1) YES, ALL WERE REQUIRED
(2) YES, SOME WERE REQUIRED
(3) NO, NONE WERE REQUIRED

[NOTE TO INTERVIEWER: IF RESPONDENT ANSWERS "YES," THEN ASK IF ALL OR ONLY SOME COURSES WERE REQUIRED. IF RESPONDENT PARTICIPATED IN ONLY ONE COURSE AND SAYS "YES," THEN "ALL" WERE REQUIRED.]

c.1 [IF RESPONSE TO E.1.c WAS "YES", ASK QUESTION; OTHERWISE FILL IN E.2.c.1 THROUGH E.2.c.4 AS "97" AND GO TO E.2.d.1]
Were any of the courses given by community groups, churches, or labor unions job related?
(1) YES
(2) NO (FILL IN 2.c.2 THROUGH 2.c.4 AS "NA", AND GO TO 2.d.1)

[NOTE TO INTERVIEWER: JOB RELATED MEANS REQUIRED BY, OR USEFUL IN, JOB HELD AT THE TIME OF THE COURSE OR JOB INDIVIDUAL WAS SEEKING TO GAIN AT THE TIME OF THE COURSE.]

c.2 Did you complete any job-related courses given by community groups, churches, or labor unions?
(1) YES
(2) NO

c.3 Are you still taking any job-related courses from community groups, churches, or labor unions?
(1) YES
(2) NO

c.4 Were any of the courses from community groups, churches, or labor unions required by your employerr or prospective employer at the time you took the course?
(1) YES, ALL WERE REQUIRED
(2) YES, SOME WERE REQUIRED
(3) NO, NONE WERE REQUIRED

[NOTE TO INTERVIEWER: IF RESPONDENT ANSWERS "YES," THEN ASK IF ALL OR ONLY SOME COURSES WERE REQUIRED. IF RESPONDENT PARTICIPATED IN ONLY ONE COURSE AND SAYS "YES," THEN "ALL" WERE REQUIRED.]

d.1 [IF RESPONSE TO E.1.d WAS "YES", ASK QUESTION; OTHERWISE FILL IN E.2.d.1 THROUGH E.2.d.4 AS "97" AND GO TO E.2.e.1]
Were any of the courses from a private company or instructor job related?
(1) YES
(2) NO (FILL IN 2.d.2 THROUGH 2.d.4 AS "NA," AND GO TO 2.e.1)

[NOTE TO INTERVIEWER: JOB RELATED MEANS REQUIRED BY, OR USEFUL IN, JOB HELD AT THE TIME OF THE COURSE OR JOB INDIVIDUAL WAS SEEKING TO GAIN AT THE TIME OF THE COURSE.]

d.2 Did you complete any job-related courses from a private company or instructor?
(1) YES
(2) NO

d.3 Are you still taking any job-related courses from a private company or instructor?
(1) YES
(2) NO

d.4 Were any of the courses from private companies or instructors required by your employerr or prospective employer at the time you took the course?
(1) YES, ALL WERE REQUIRED
(2) YES, SOME WERE REQUIRED
(3) NO, NONE WERE REQUIRED

[NOTE TO INTERVIEWER: IF RESPONDENT ANSWERS "YES," THEN ASK IF ALL OR ONLY SOME COURSES WERE REQUIRED. IF RESPONDENT PARTICIPATED IN ONLY ONE COURSE AND SAYS "YES," THEN "ALL" WERE REQUIRED.]

e.1 [IF RESPONSE TO E.1.e WAS "YES", ASK QUESTION; OTHERWISE FILL IN E.2.e.1 THROUGH E.2.e.4 AS "97" AND GO TO E.2.f.1]
Were any of the radio, television, or newspaper courses job related?
(1) YES
(2) NO (FILL IN 2.e.2 THROUGH 2.e.4 AS "NA," AND GO TO 2.f.1)

[NOTE TO INTERVIEWER: JOB RELATED MEANS REQUIRED BY, OR USEFUL IN, JOB HELD AT THE TIME OF THE COURSE OR JOB INDIVIDUAL WAS SEEKING TO GAIN AT THE TIME OF THE COURSE.]

e.2 Did you complete any job-related radio, television, or newspaper courses?
(1) YES
(2) NO

e.3 Are you still taking any job-related radio, television, or newspaper courses?
(1) YES
(2) NO

e.4 Were any of the television, newspaper, or radio courses required by your employerr or prospective employer at the time you took the course?
(1) YES, ALL WERE REQUIRED
(2) YES, SOME WERE REQUIRED
(3) NO, NONE WERE REQUIRED

[NOTE TO INTERVIEWER: IF RESPONDENT ANSWERS "YES," THEN ASK IF ALL OR ONLY SOME COURSES WERE REQUIRED. IF RESPONDENT PARTICIPATED IN ONLY ONE COURSE AND SAYS "YES," THEN "ALL" WERE REQUIRED.]

f.1 [IF RESPONSE TO E.1.f WAS "YES", ASK QUESTION; OTHERWISE FILL IN E.2.f.1 THROUGH E.2.f.4 AS "97" AND GO TO SECTION F.]
Were any of the programs or courses sponsored by federal, state, or local government job related?
(1) YES
(2) NO (FILL IN 2.f.2 THROUGH 2.f.4 AS "NA", AND GO TO SECTION F)

[NOTE TO INTERVIEWER: JOB RELATED MEANS REQUIRED BY, OR USEFUL IN, JOB HELD AT THE TIME OF THE COURSE OR JOB INDIVIDUAL WAS SEEKING TO GAIN AT THE TIME OF THE COURSE.]

f.2 Did you complete any job-related government-sponsored programs or ocurses?
(1) YES
(2) NO

f.3 Are you still enrolled in any job-related government-sponsored programs or courses?
(1) YES
(2) NO

f.4 Were any of the Federal-, state-, or local-government-sponsored programs or courses required by your employerr or prospective employer at the time you took the course?

(1) YES, ALL WERE REQUIRED
(2) YES, SOME WERE REQUIRED
(3) NO, NONE WERE REQUIRED

[NOTE TO INTERVIEWER: IF RESPONDENT ANSWERS "YES," THEN ASK IF ALL OR ONLY SOME COURSES/PROGRAMS WERE REQUIRED. IF RESPONDENT PARTICIPATED IN ONLY ONE COURSE/PROGRAM AND SAYS "YES," THEN "ALL" WERE REQUIRED.]

F. Demographic Information (TIME STAMP ON START PAGE FOR SECTION F)

The next few general questions are about you and your living arrangements.

1. Where did you live in the first week of February 1992? (READ CHOICES AS NECESSARY)
1 = IN SCHOOL-PROVIDED HOUSING.
2 = IN SORORITY/FRATERNITY HOUSE.
3 = IN OWN APARTMENT OR HOUSE (NOT PARENTS' HOUSE).
4 = IN EMPLOYER-PROVIDED HOUSING
5 = IN PARENTS' OR GUARDIANS' HOUSE OR APARTMENT
6 = IN OTHER RELATIVES' (OTHER THAN PARENTS, SPOUSE, OR CHILDREN) HOUSE OR APARTMENT.
7 = OTHER.

2. [IF RESPONSE TO F.1 WAS 5 OR 6, PROGRAM FILLS IN THIS RESPONSE AS "2" AND BRANCHES DIRECTLY TO F.2.b.]

a. Did you live alone or with others at that time?
(1) ALONE. (FILL IN ALL RESPONSES TO F.2.b AS "NO", FILL IN F.2B5_N THROUGH F2B10_N WITH 97, FILL IN HOUSEHOLD SIZE AS ZERO, FILL IN F.2.c AS "YES", AND GO TO F.3.)
(2) WITH OTHERS (GO TO 2.b.)

b. Which of the following individuals lived with you during that time? Please include everyone who lived in the household with you. (READ CHOICES AND RECORD "YES" OR "NO" TO EACH)
[IF RESPONSE TO F.1 IS 1, PROGRAM FILLS IN "NO" TO OPTIONS 1-6 AND 9 AND DOES NOT PRESENT THEM TO INTERVIEWER. IF RESPONSE TO F.1 IS 2, PROGRAM FILLS IN "NO" TO OPTIONS 1-9 AND DOES NOT PRESENT THEM TO INTERVIEWER.]

[NOTE TO INTERVIEWERS: SOME FILL INS OF ANSWERS TO THIS QUESTION HAVE BEEN MADE, BASED ON PREVIOUS RESPONSES. DO NOT ASK QUESTIONS ALREADY FILLED IN, BUT YOU SHOULD STILL USE YOUR JUDGEMENT IN ASKING OTHER OPTIONS. AS EXAMPLES IF STUDENT HAS INDICATED LIVING IN "DORMITORY" (WHICH IS SCHOOL-PROVIDED HOUSING) TO F.1, IT SEEMS REASONABLE TO ASSUME THAT NO WIFE, CHILDREN, OR OTHER RELATIVES LIVE WITH STUDENT. ON THE OTHER HAND, IF STUDENT SIMPLY RESPONDED "SCHOOL-PROVIDED HOUSING," THAT COULD INCLUDE MARRIED STUDENT HOUSING AND WIFE, CHILD, ETC. COULD LIVE WITH STUDENT.]

(1) FATHER. (IF "YES", FILL IN F.1.b.2 AS "NO" AND GO TO F.1.b.3.)
(2) OTHER MALE GUARDIAN.
(3) MOTHER. (IF "YES", FILL IN F.1.b.4 AS "NO" AND GO TO F.1.b.5.)
(4) OTHER FEMALE GUARDIAN.
(5) BROTHERS OR SISTERS.
(6) GRANDPARENTS.
(7) HUSBAND OR WIFE.
(8) YOUR OWN CHILDREN.
(9) OTHER RELATIVES.
(10) OTHER, NON-FAMILY FRIENDS.

F2B5_N. (IF F2B5 = YES) How many brothers and sisters were living with you?
____________________ (IF F2B5 ≠ YES; PROGRAM FILLS IN 97]

F2B6_N. (IF F2B6 = YES) How many grandparents were living with you?
____________________ (IF F2B6 ≠ YES; PROGRAM FILLS IN 97]

F2B8_N. (IF F2B8 = YES) How many of your children were living with you?
____________________ (IF F2B8 ≠ YES; PROGRAM FILLS IN 97]

F2B9_N. (IF F2B9 = YES) How many "other relatives" were living with you?
____________________ (IF F2B9 ≠ YES; PROGRAM FILLS IN 97]

F2B10_N. (IF F2B10 = YES) How many "other non-family, friends" were living with you? [IF LIVING IN DORM OR FRATERNITY/SORORITY HOUSE, COUNT ONLY ROOMMATES, NOT ENTIRE DORM OR HOUSE.]
________________ (IF F2B10 ≠ YES; PROGRAM FILLS IN 97]

c. [PROGRAM DETERMINES HOUSEHOLD SIZE FROM RESPONSES TO F.2.b AND F2B5_N THROUGH F2B10_N.]
You have indicated that the total number of people you lived with during the first week of February 1992 (not counting yourself) was (program fills in computed household size). Is that correct?
(1) YES (GO TO F.3)
(2) NO (FLASH MESSAGE TO INTERVIEWER TO CORRECT DISCREPANCIES IN F.2.b, F2B5_N_ THROUGH F2B10_N, AND RECYCLE THROUGH THIS QUESTION UNTIL HOUSEHOLD SIZE IS CONFIRMED.)

3. [IF RESPONSE TO F.2.b.7 WAS "YES," FILL IN F.3.a AS 3 AND GO TO F.3.b; OTHERWISE, ASK F.2.b.]

a. As of the first week of February 1992, what was your marital status?
(1) Single, never married? (Go to F.5.)
(2) Single, but living as married? (Go to F.4.)
(3) Married? (Go to 3.b.)
(4) Separated? (Go to 3.b.)
(5) Divorced? (Go to 3.b.)
(6) Widowed? (Go to 3.b.)

b. When did your [previous (IF F.3.a>3)] marriage begin?
— — — —
month year

(IF RESPONSE TO 3.a WAS (3), SKIP TO F.4)

c. When did you last live with your [FORMER (IF 97 > F.3.a > 4);] spouse?
— — — — (GO TO F.5)
month year

4. Which of the following was your [spouse (IF F.3.a=3)/partner (IF F.3.a=2)] doing the first week of February 1992: (1) YES (2) NO

a. Working for pay at a full-time job. (IF "YES", FILL IN 4.b-e AS "NO" AND GO TO 4.f.)
b. Working for pay at a part-time job. (IF "YES", FILL IN 4.c-e AS "NO" AND GO TO 4.f.)
c. Holding a job, but on temporary layoff from work, or waiting to report to work. (IF "YES", FILL IN 4.d-e AS "NO" AND GO TO 4.f.)
d. Unemployed, looking for work. (IF "YES", FILL IN 4.e AS "NO" AND GO TO 4.f.)
e. Keeping house; without, and not looking for, outside job for pay.
f. Taking courses at a graduate or professional school (such as law, medicine, dentistry). (IF "YES", FILL IN 4.g-i AS "NO" AND GO TO 4.j.)
g. Primarily taking academic courses at a 2- or 4-year college. (IF "YES", FILL IN 4.h-i AS "NO" AND GO TO 4.j.)
h. Primarily taking vocational or technical courses at any kind of school or college. (IF "YES", FILL IN 4.i AS "NO" AND GO TO 4.j.)
i Taking a break from school.
j. Serving on active duty in the Armed Services, Reserves, or National Guard. (IF "YES", FILL IN 4.k AS "NO" AND GO TO F.5.)
k. Training in an apprenticeship program or in a government job training program.

5. [IF F.2.b.8 RESPONSE WAS "YES," FILL IN F.5.a AS "YES" AND GO TO F.5.b; OTHERWISE, ASK F.5.a.]

a. As of the first week in February, 1992, did you have any children, including adopted and stepchildren?
(1) YES.
(2) NO. (FILL IN 5.b WITH 97, FILL IN F.5.c AND F.5.d RESPONSES AS 97 AND GO TO F.6.)

b. How many children did you have [as of the first week in February, including adopted and stepchildren (IF F.2.b.8 = YES)]? ____________________

c. When was your [first (IF 97 >F.5.b > 1)] child's birthdate?

— — — —
month year

(IF [F.5.b] = 1, FILL IN F.5.d RESPONSES AS 97 AND GO TO F.6; IF (97 * > F.5.b > 1) ASK F.5.d)

d. When was your last child's birthdate?

— — — —
month year

6. a. Do you have any functional limitations, disabilities, or handicaps? (IF NEEDED, USE CATEGORIES IN F.6.b AS PROMPTS)
   (1) YES. (GO TO 6.b.)
   (2) NO. (FILL IN F.6.b.1-7 AS "NO", AND GO TO SECTION G.)

b. What functional limitations or disabilities do you have? (READ CHOICES AND RECORD "YES" OR "NO" TO EACH)

(1) HEARING IMPAIRED.
(2) SPEECH DISABILITY OR LIMITATION.
(3) ORTHOPEDIC LIMITATION.
(4) LEARNING DISABILITY.
(5) VISUAL IMPAIRMENT NOT CORRECTABLE WITH GLASSES, OR LEGALLY BLIND.
(6) OTHER HEALTH RELATED LIMITATION/DISABILITY.
(7) ANY OTHER DISABILITY.

[IF ALL RESPONSES ARE "NO", CHANGE 6.a RESPONSE TO "NO".]

G. Family Information (TIME STAMP ON SECTION G START SCREEN)
The next few questions are about your family and financial planning.

(IF RESPONSE TO ITEM F.3.a WAS NEITHER (2) NOR (3), SKIP TO QUESTION G.4; OTHERWISE START WITH QUESTION G.1)

1. You indicated previously that you were [(married(IF F.3.a=3)/living as married (F.3.a=2)]. (IF F.4.a OR F.4.b OR F.4.J WAS YES, CONTINUE WITH G.1.a; OTHERWISE GO TO G.2)

   a. You also told us that your [spouse (IF F.3.a=3)/partner(IF F.3.a=2)] was working the first week of February this year. What kind of work was your [spouse (IF F.3.a=3)/partner (IF F.3.a=2)] doing (for example, registered nurse, personnel manager, salesperson, waitress, gasoline engine assembler, or MOS if in military)? [IF SPOUSE/PARTNER HAS MORE THAN ONE JOB, ASK ABOUT MAIN JOB]

   ____

   [RESPONSE CODED ON-LINE TO OCCUPATIONAL CODE]

   b. What type of company/organization was this? (READ CHOICES AS NECESSARY.)
   (1) PRIVATE FOR-PROFIT?
   (2) PRIVATE NOT-FOR-PROFIT OR NON-PROFIT?
   (3) LOCAL GOVERNMENT?
   (4) STATE GOVERNMENT?
   (5) FEDERAL GOVERNMENT?
   (6) SELF-EMPLOYED IN OWN BUSINESS, PROFESSIONAL PRACTICE, OR FARM (NOT INCORPORATED)?
   (7) SELF-EMPLOYED IN OWN BUSINESS, PROFESSIONAL PRACTICE, OR FARM (INCORPORATED)?
   (8) OTHER. (SPECIFY).____________________________

2. What is the highest level of education completed by your [spouse (IF F.3.a=3)/partner (IF F.3.a=2)] (READ CHOICES AS NECESSARY)

   HIGH SCHOOL ONLY

   1 = DID NOT COMPLETE HIGH SCHOOL.
   2 = COMPLETED HIGH SCHOOL OR EQUIVALENT.

   POSTSECONDARY VOCATIONAL

   3 = LESS THAN 1 YEAR OF OCCUPATIONAL, TRADE, TECHNICAL, OR BUSINESS SCHOOL.
   4 = 1 BUT LESS THAN 2 YEARS OF OCCUPATIONAL, TRADE, TECHNICAL, OR BUSINESS SCHOOL.
   5 = 2 YEARS OR MORE OF OCCUPATIONAL, TRADE, TECHNICAL, OR BUSINESS SCHOOL.

   POSTSECONDARY ACADEMIC

   6 = LESS THAN 2 YEARS OF COLLEGE.
   7 = 2 OR MORE YEARS OF COLLEGE (INCLUDING 2-YEAR DEGREE).
   8 = COMPLETE BACHELOR'S DEGREE (4 OR 5 YEAR DEGREE).
   9 = MASTER'S DEGREE OR EQUIVALENT.
   10 = M.D., D.D.S., L.L.B., OR OTHER ADVANCED PROFESSIONAL DEGREE*
   11 = DOCTORATE DEGREE (E.G., Ph.D., Ed.D., D.B.A)

*[THIS CATEGORY ALSO INCLUDES ADVANCED DEGREES (I.E., POST UNDERGRADUATE DEGREES), DENTISTRY, MEDICINE, CHIROPRACTIC, OPTOMETRY, OSTEOPATHY, PODIATRY, THEOLOGY, VETERINARY MEDICINE, AND LAW]

3. (IF F.4.f OR F.4.g OR F.4.h IS "YES", ASK THIS QUESTION; OTHERWISE FILL IN RESPONSE OF 1 = NONE AND GO TO G.4)
You told us earlier that your [spouse (IF F.3.a=3)/partner (IF F.3.a=2)] was enrolled in postsecondary education during the first week of February of this year (1992). In what type of program was your [spouse (IF F.3.a=3)/partner (IF F.3.a=2)] enrolled? (READ CHOICES AS NECESSARY)

[1. NONE--NOT PRESENTED AS OPTION TO INTERVIEWER]

a. IF RESPONSE TO F.4.h WAS YES, PRESENT THESE OPTIONS, THEN GO TO G.4]

2. LESS THAN 2-YEAR VOCATIONAL/TECHNICAL CERTIFICATE
3. LESS THAN 2-YEAR VOCATIONAL/TECHNICAL LICENSE
4. 2- OR 3-YEAR VOCATIONAL DEGREE OR DIPLOMA
5. 2- OR 3-YEAR ASSOCIATE'S DEGREE.

b. [IF RESPONSE TO F.4.g WAS YES, PRESENT THESE OPTIONS, THEN GO TO G.4]
5. 2- OR 3- YEAR ASSOCIATE'S DEGREE
6. 4- OR 5-YEAR BACHELOR'S DEGREE

c. [IF RESPONSE TO F.4.f WAS YES, PRESENT THESE OPTIONS THEN GO TO G.4.]
7. MASTER'S DEGREE OR EQUIVALENT
8. ADVANCED PROFESSIONAL DEGREE (E.G., MEDICINE, DENTISTRY, LAW, THEOLOGY)
9. DOCTORATE (E.G., Ph.D., Ed.D., D.B.A.)

4. a. What was your personal total gross income for 1991? This includes income from all sources such as wages and salaries, income from business or farm, Social Security, pension, dividends, interest, rental income, and other income. $_______ [999999.97 = NONE]

[IF 4.a < 999999.97, ASK QUESTION 4.b; OTHERWISE, FILL IN 4.b WITH APPROPRIATE NONRESPONSE INDICATOR, FILL IN 4.c WITH RESPONSE TO 4.a, AND GO TO G.5]

b. Was all of your income for 1991 earned (i.e., wages, salaries, commissions, and other payments for your work)?
(1) YES (FILL IN G.4.c WITH RESPONSE TO G.4.a)
(2) NO (GO TO G.4.c.)

c. How much of your 1991 income, of (FILL IN FROM 4.a.), was earned?

$___________

[NOTE: IF 4.c > 4.a, FLASH PROMPT SCREEN INDICATING DISCREPANCY AND INSTRUCTING INTERVIEWER TO RESOLVE IT.]

5. a. What was your personal total gross income for 1990? This includes income from all sources such as wages and salaries, income from business or farm, social security, pension, dividends, interest, rental income, and other income.

$_________________ [999999.97 = NONE]

[IF 5.a < 999999.97, ASK 5.b; OTHERWISE FILL IN 5.b WITH APPROPRIATE NONRESPONSE INDICATOR, FILL IN 5.c WITH RESPONSE TO 5.a, AND GO TO G.6]

b. Was all of your income for 1990 earned (i.e., wages, salaries, commissions, and other payment for your work)?
(A) YES (FILL IN G.5.c WITH RESPONSE TO G.5.a AND GO TO G.6)
(B) NO (GO TO G.5.c)

c. How much of your 1990 income, of (FILL IN FROM 5.a) was earned?

$_________

[NOTE: IF 5.c > 5.a, FLASH PROMPT SCREEN INDICATING DISCREPANCY AND INSTRUCTING INTERVIEWER TO RESOLVE IT.]

6. [IF C.12.d = YES, THEN ASK G.6; OTHERWISE PROGRAM FILLS IN WITH 999999.97 AND GO TO G.7] What was your parent's total gross income in 1991? This includes income from all sources (wages, salaries, business/farm income, social security, pension, dividends, interest, rental income, child support, and other income).

   $____ ____

7. [IF C.12.c = YES, THEN ASK G.7; OTHERWISE PROGRAM FILLS IN WITH 999999.97 AND GO TO G.8.] What was your parent's total gross income in 1990? This includes income from all sources (wages, salaries, business/farm income, social security, pension, dividends, interest, rental income, child support, and other income).

   $_________

8. [IF C.12.d = NO, THEN ASK G.8, OTHERWISE FILL IN 8.a AS "97" AND 8.b AS "999999.97"]
   a. During 1991, did your principal household include any adults, other than you [but including your spouse or partner (IF F.3.a=2 OR 3)], who contributed to the household income? (Do not include sorority/fraternity sisters/brothers, college roommates, or other friends living with you.)
      (1) YES. (GO TO 8.b.)
      (2) NO. (FILL IN 8.b. WITH RESPONSE TO 4.a AND GO TO G.9)

   b. What was the total household yearly gross income for 1991? This includes income from all sources such as wages and salaries, income from business or farm, Social Security, pensions, dividends, interest, rent, and other income.

      $______.

9. [IF C.12.c = NO, THEN ASK G.9; OTHERWISE FILL IN 9.a AS "97" AND 9.b AS "999999.97"]
   a. During 1990, did your principal household include any adults, other than you (but including your spouse or partner IF F.3.a = 2 OR 3), who contributed to the household income? (Do not include sorority/fraternity sisters/brothers, college roommates, or other friends living with you at that time.)
      (1) YES. (GO TO 9.b)
      (2) NO. (FILL IN 9.b WITH RESPONSE TO 5.a AND GO TO G.10)

   b. What was the total household yearly gross income for 1990? This includes income from all sources such as wages and salaries, income from business or farm, Social Security, pensions, dividends, interest, rent, and other income.

      $______.

10. a. Do you [and/or your spouse (IF F.3.a=3)/and/or your partner (IF F.3.a=2)] regularly put money into a savings account, savings bonds, retirement account, or other form of savings?
      (1) YES. (GO TO 10.b.)
      (2) NO. (GO TO G.11.)

   b. How often do you [and/or your spouse (IF F.3.a=3)/and/or your partner (IF F.3.a=2)] put money into savings? (READ CHOICES AS NECESSARY)
      (1) WEEKLY OR BIWEEKLY.
      (2) MONTHLY.
      (3) EVERY 2 OR 3 MONTHS.
      (4) LESS OFTEN THAN EVERY 3 MONTHS BUT MORE OFTEN THAN ONCE A YEAR.
      (5) ONCE A YEAR.
      (6) LESS OFTEN THAN ONCE A YEAR.

11. Do you [and/or your spouse (IF F.3.a=3)/and/or your partner (IF F.3.a=2)] own:
   (1) YES, (2) NO.
   a. Your primary residence.
   b. Another residence.
   c. A car, truck, or other motor vehicle.
   d. Investments such as stocks, bonds, rental property.
   e. A farm or business.
   f. Other major items (such as an RV, boat) costing more than $2,000.

12. IF ALL RESPONSE TO 11.a-f WERE NO, FILL IN 12.a-f AS 97 AND GO TO G.13; OTHERWISE ASK EACH APPLICABLE ITEM WHETHER PURCHASED IN LAST TWO YEARS.]

a. [IF 11.a = YES ASK QUESTION; OTHERWISE FILL IN ANSWER AS 97 AND GO TO 12.b.] Did you purchase your primary residence during the past two years?
(1) YES
(2) NO

b. [IF 11.b = YES, ASK QUESTION; OTHERWISE, FILL IN ANSWER AS 97 AND GO TO 12.c.] Did you purchase your other residence during the past two years?
(1) YES
(2) NO

c. [IF 11.c = YES, ASK QUESTION; OTHERWISE, FILL IN ANSWER AS 97 AND GO TO 12.d.] Did you purchase your car, truck, or other motor vehicle during the past two years?
(1) YES
(2) NO

d. [IF 11.d = YES, ASK QUESTION; OTHERWISE, FILL IN ANSWER AS 97 AND GO TO 12.e.] Did you purchase any of your investments in stock bonds, rental property, etc. during the past two years?
(1) YES
(2) NO

e. [IF 11.e = YES ASK QUESTION; OTHERWISE FILL IN ANSWER AS 97 AND GO TO 12.f.] Did you purchase your farm or business during the past two years?
(1) YES
(2) NO

f. [IF 11.f = YES, ASK QUESTION; OTHERWISE, FILL IN ANSWER AS 97 AND GO TO G.13.] Did you purchase any of your other major items during the past two years?
(1) YES
(2) NO

13. For how many people, beside yourself, do you have financial responsibility (e.g., spouse, children, parents, other family members, or other persons)? ______ PERSONS

14. For how many people, beside yourself, do you have caretaker or other time-commitment responsibilities (e.g., children, elderly people, family members, or others)? _______ PERSONS.

H. Goals, Aspirations, Expectations (Including Plans for Graduate School)

Now we would like to ask you some questions about your goals and expectations related to education and work. (TIME STAMP ON START SECTION H SCREEN)

1. Considering all practical constraints, what is the highest level of education you ever expect to complete? (READ CHOICES AS NECESSARY)

VOCATIONAL:
1 = LESS THAN 1 YEAR OF OCCUPATIONAL, TRADE, TECHNICAL, OR BUSINESS SCHOOL.
2 = ONE BUT LESS THAN 2 YEARS OF OCCUPATIONAL, TRADE, TECHNICAL, OR BUSINESS SCHOOL.
3 = TWO YEARS OR MORE OF OCCUPATIONAL, TRADE, TECHNICAL, OR BUSINESS SCHOOL.
ACADEMIC:
4 = LESS THAN 2 YEARS OF COLLEGE
5 = TWO OR MORE YEARS OF COLLEGE (INCLUDING 2-YEAR ASSOCIATE'S DEGREE).
6 = BACHELOR'S DEGREE (4 OR 5 YEAR DEGREE).
7 = MASTER'S DEGREE OR EQUIVALENT.
8 = M.D., D.D.S, L.L.B, OR OTHER ADVANCED PROFESSIONAL DEGREE.*
9 = DOCTORATE (E.G., Ph.D., Ed.D, D.B.A)

*[THIS CATEGORY ALSO INCLUDES ADVANCED DEGREES (I.E., POST UNDERGRADUATE DEGREES) IN DENTISTRY, MEDICINE, CHIROPRACTIC, OPTOMETRY, OSTEOPATHY, PODIATRY, THEOLOGY, VETERINARY MEDICINE, AND LAW.]

2. (IF EXPECTS TO ATTEND GRADUATE SCHOOL; I.E., RESPONSE TO H.1 WAS 7, 8, OR 9, ASK THIS QUESTION; OTHERWISE, SKIP TO H.9)

a. Have you applied or do you intend to apply for graduate school?
(1) YES, HAVE APPLIED. (GO TO H.2.b)
(2) YES, INTEND TO APPLY. (GO TO H.4.)
(3) NO. (GO TO H.9.)

b. To how many graduate schools, in total, have you applied?

____
(Number of schools)

3. a. What is [the (IF H.2.b = 1)/your first choice [IF 99 > H.2.b > 1)] institution to which you applied?

Institution name: ______________________________
City (Post Office): ____________________ State: _____

[NOTE TO INTERVIEWERS: CHECK WITH RESPONDENT IF NEEDED TO BE SURE OF SPELLING OF CITY. USE NO PUNCTUATION MARKS IN CITY NAME AND DO NOT ABBREVIATE; SEE SPECIAL INSTRUCTIONS. ALSO, PROBE RESPONDENT FOR CORRECT SCHOOL NAME; SOME WILL GIVE A SCHOOL WITHIN A UNIVERSITY RATHER THAN THE UNIVERSITY (E.G., FUQUA SCHOOL OF BUSINESS INSTEAD OF DUKE UNIVERSITY.)]

[USER EXIT AND SCREENS FOR VERIFICATION OF IPEDS CODE GO HERE]

IPEDS CODE FILL IN ____________________

b. Did you or will you apply for financial aid, including any kind of assistantship, at this institution?
(1) YES.
(2) NO.

4. When [did you (IF H.2.a. = 1)/will you (IF H.2.a = 2)] first apply to graduate school?

__ __ __ __
month year

5. When do you expect to enter graduate school? __ __ __ __
month year

6. For what field(s) of study did you or will you apply?
   a. ____________________
   b. ____________________
   c. ____________________

[RESPONSE(S) TO BE CODED ON-LINE]

7. a. Have you taken any graduate education admissions or professional test, such as the GRE (Graduate Records Examination), Law School Admissions Test, or Medical College Admissions Test?
   (1) YES. (GO TO 7.b.)
   (2) NO. (GO TO H.8.)

   b. Have you taken (1) YES (2) NO
   (a) Graduate Record Exam (GRE)?
   (b) Miller's Analogy Test (MAT)?
   (c) Dental Admission Test (DAT)?
   (d) Graduate Management Admissions Test (GMAT or ATGSB)?
   (e) Law School Admissions Test (LSAT)?
   (f) Medical College Admissions Test (MCAT)?

   c. [ASK ONLY FOR TESTS TAKEN, AS IDENTIFIED IN 7.b. - FOR TESTS NOT TAKEN, PROGRAM FILLS IN "NA" CODE FOR MONTH AND YEAR]
   When did you take

		Month	Year
a.	GRADUATE RECORD EXAM (GRE)	__ __	19__ __
b.	MILLER'S ANALOGY TEST	__ __	19__ __
c.	DENTAL ADMISSION TEST	__ __	19__ __
d.	GRADUATE MANAGEMENT ADMISSIONS ADMISSIONS TEST (GMAT or ATGSB)?	__ __	19__ __
e.	LAW SCHOOL ADMISSIONS TEST (LSAT)	__ __	19__ __
f.	MEDICAL COLLEGE ADMISSIONS TEST (MCAT)	__ __	19__ __

8. What is the major reason you plan to attend graduate school?
   [NOTE TO INTERVIEWERS: GIVE RESPONDENT A CHANCE TO ANSWER WITHOUT READING ALTERNATIVES, THEN TRY TO CLASSIFY RESPONSE AND VERIFY WITH RESPONDENT. READ CHOICES ONLY IF RESPONDENT HESITATES TO GIVE AN ANSWER. DO NOT USE "OTHER" CATEGORY IF RESPONSE FITS GENERALLY (OR PARTIALLY) INTO ONE OF THE 4 OTHERS.]
   a. Need an advanced degree to obtain work in chosen field
   b. To expand knowledge in chosen field
   c. To expand knowledge generally
   d. Uncertain about future plans and continuing education seems a good temporary solution
   e. Other

9. The next few questions concern your employment plans. If you're not sure of the answer please give us your best estimate.
   a. Five years from now (Spring, 1997), do you intend to be working either full-time or part-time?
   (1) YES, FULL-TIME. (GO TO H.9.b.)
   (2) YES, PART-TIME. (GO TO H.9.b)
   (3) NO. (GO TO H.10)

   b. What type of job or occupation (for example, salesperson, waitress, teacher, assembler) do you plan to have 5 years from now? If you're not sure, please provide your best estimate.

   (RESPONSE TO BE CODED ON-LINE INTO OCCUPATION CODE.)

   ____

10. How important is each of the following factors in determining the kind of work you plan to be doing for most of your life? Please rate each as: (1) not important, (2) somewhat important, or (3) very important. (CATI PROGRAM CREATES A RANDOM STARTING POINT BETWEEN a AND k, STORES THAT START POINT AS HRAND1, AND PRESENTS ALL RESPONSE CATEGORIES, IN ORDER FROM THAT POINT, WRAPPING AS NECESSARY.)

    a. Previous work experience in the area.
    b. Good income to start or within a few years.
    c. Job security and permanence.
    d. Work that seems important and interesting to you.
    e. Freedom to make your own decisions.
    f. Meeting and working with sociable people.
    g. Having a job that has high status and prestige.
    h. Having a job where most problems are quite difficult and challenging.
    i. Having a job that allows you to establish roots in a community and not have to move from place to place.
    j. Having a job that leaves a lot of time for other things in your life.
    k. Having a job that allows a great deal of travel.

I. Public Service and Voting Experience (TIME STAMP ON START SECTION I SCREEN)

The next few questions are about your experience in public affairs and public service.

1. a. Are you or have you ever been registered to vote?
   - (1) YES, CURRENTLY REGISTERED. (GO TO 1.b.)
   - (2) YES, BUT NOT CURRENTLY REGISTERED. (GO TO 1.b)
   - (3) NO, NEVER REGISTERED. (GO TO 1.c.)
   - (4) NO, NOT ELIGIBLE. (GO TO 1.c.)

   b. During the past two years (1990 and 1991), did you vote in any local or state elections?
   - (1) YES.
   - (2) NO.

   c. Do you expect to vote in the 1992 presidential election?
   - (1) YES.
   - (2) NO.

2. During the past two years (from the start of 1990 to present), have you performed volunteer or community service work (such as PTA, little league, scouts, service clubs, church groups, social action groups)?
   1 = YES. (GO TO I.3.)
   2 = NO. (GO TO I.6.)

3. Was any of this work: (1) YES (2) NO
   - a. Strictly Voluntary?
   - b. Court ordered?
   - c. Required by membership in an organization, sorority, or fraternity.
   - d. Required by one of your classes?

4. What types of community organizations were you involved with in this work? [Interviewer should probe for free-form response, determine appropriate category(s), and then verify likely categories with individual; ENTER YES FOR CATEGORIES VERIFIED AND NO FOR THOSE NOT MENTIONED/VERIFIED.]
   - a. A YOUTH ORGANIZATION, SUCH AS LITTLE LEAGUE OR SCOUTS.
   - b. SERVICE ORGANIZATIONS, SUCH AS ROTARY OR JUNIOR CHAMBER OF COMMERCE.
   - c. POLITICAL CLUBS OR ORGANIZATIONS.
   - d. CHURCH OR CHURCH-RELATED GROUPS (NOT COUNTING WORSHIP SERVICES).
   - e. COMMUNITY CENTERS, NEIGHBORHOOD IMPROVEMENT, OR SOCIAL-ACTION ASSOCIATIONS OR GROUPS.
   - f. ORGANIZED VOLUNTEER GROUP IN A HOSPITAL OR NURSING HOME.
   - g. EDUCATIONAL ORGANIZATIONS SUCH AS PTA.
   - h. OTHER.

5. Are you currently doing any volunteer or community service work?
   1 = YES.
   2 = NO.

6. Do you expect to perform any volunteer or community work during the next two years?

   - (a) YES.
   - (b) NO.

J. Locator information (TIME STAMP ON SECTION J, START SCREEN)

We're almost finished, but we will be getting in touch with you again in about two years to find out how your plans have worked out. These final questions are to help us keep in touch with you. This information will be kept strictly confidential, as we explained earlier.

1. (IF NO PRIOR LOCATOR SOURCE DATA AVAILABLE, SKIP 1.a AND GO DIRECTLY TO 1.b.)

   a. You previously gave (name, address, and telephone number of locator person from existing record) as a person who would always know where to get in touch with you. Is this still correct?
      (1) YES. (GO TO J.2.)
      (2) NO. (CORRECT/COMPLETE EXISTING DATA AS APPROPRIATE, AND GO TO J.2.)

   b. Please tell me the name, address, and telephone number of a person other than your parent or guardian (preferably a relative) who lives at an address different from yours and who will always know where to get in touch with you. (FILL IN PARTIALS)

      ____________________ ___ ____________________
      First Name MI Last Name

      ____
      Address

      ____________________ ___ ______
      City State Zip

      (___) __________
      Telephone Number

2. (IF NO PRIOR RELATIONSHIP DATA, SKIP 2.a AND GO DIRECTLY TO 2.b.)

   a. You told us that this person is your (relationship from record). Is that correct?
      (1) YES. (GO TO J.3.)
      (2) NO. (CORRECT/COMPLETE EXISTING DATA AS APPROPRIATE AND GO TO J.3.)

   b. What is (NAME OF CONTACT PERSON)'s relationship to you?
      (1) MOTHER/FEMALE GUARDIAN. (OVERWRITE NAME, ADDRESS, PHONE TO MOTHER INFORMATION IN J.4)
      (2) FATHER/MALE GUARDIAN. (OVERWRITE NAME, ADDRESS, PHONE TO FATHER INFORMATION IN J.5)
      (3) SISTER/BROTHER.
      (4) SPOUSE OR FORMER SPOUSE
      (5) OTHER RELATIVE, INCLUDING IN-LAWS.
      (6) FRIEND.

[IF PARENT INDICATOR [PARIND] IS "1", THEN GO TO J.4; OTHERWISE ASK J.3]

3. [IF FULL PARENT NAME NOT PRELOADED, GO TO J.3.b; OTHERWISE ASK J.3.a.]

   a. You also gave (name) as the name of your parent(s) or guardian(s). Is this still correct?
      (1) YES (GO TO J.3.c)
      (2) NO (GO TO J.3.b)

   b. What is the name of your parent(s) or guardian(s)?

      ____________ ___ ____________
      First name MI Last name

c. [DO NOT ASK THIS QUESTION, BUT FILL IN AS RESPONSE TO PREVIOUS QUESTIONS HAVE INDICATED. QUESTION MUST BE ANSWERED.]
(1) MOTHER DECEASED
(2) FATHER DECEASED
(3) BOTH PARENTS DECEASED
(4) NO INDICATION OF PARENTS BEING DECEASED

[IF ANSWER IS 1, SET MOTHER DECEASED INDICATOR TO 1 AND CONTINUE. IF ANSWER IS 2, SET FATHER DECEASED INDICATOR TO 1 AND CONTINUE. IF BOTH DECEASED, SET BOTH INDICATORS TO 1 AND GO TO J.6.]

d. [ASK ONLY IF NOT OBVIOUS FROM PRELOAD OR RESPONSES, OTHERWISE VERIFY OR FILL IN DIRECTLY.]

Is this your
(1) MOTHER/FEMALE GUARDIAN
(2) FATHER/MALE GUARDIAN
(3) BOTH PARENTS/GUARDIANS

[IF ANSWER IS 1, FILL IN "MOTHER" FIELDS WITH PARENT PRELOAD DATA (NAME, ADDRESS, AND TELEPHONE NUMBER). IF ANSWER IS 2, FILL IN "FATHER" FIELDS WITH PARENT PRELOAD DATA. IF ANSWER IS 3, FILL IN BOTH MOTHER AND FATHER FIELDS WITH LAST NAME, ADDRESS, AND TELEPHONE NUMBER.]

4. [IF "MOTHER/FEMALE GUARDIAN" LISTED IN J.2. SKIP TO J.5. OTHERWISE, GO TO J.5 IF "MOTHER DECEASED CODE" = 1 OR TO J.4.a IF "MOTHER DECEASED CODE = 0]

a. We would like to [verify/obtain] information about your mother or female guardian; is she living and in sufficiently good health for us to contact her?
(1) YES. (GO TO J.4.b IF FULL NAME DATA AVAILABLE; GO TO J.4.c IF NOT)
(2) NO. (GO TO J.5)

b. We understand that your mother's/female guardian's full name is ______________________; is that correct?
(1) YES. (GO TO J.4.d)
(2) NO. (CORRECT/COMPLETE EXISTING DATA AND GO TO J.4.d)

c. What is your mother's/female guardian's full name? [PROGRAM FILLS IN PARTIALS]

__________________ ___ __________________
First Name MI Last Name

d. (IF J.2 IS "FATHER/MALE GUARDIAN" AND "FATHER DECEASED CODE" NOT EQUAL TO 1, THEN ASK THIS QUESTION; OTHERWISE, GO TO J.4.e. IF MOTHER'S ADDRESS DATA EXISTS OR TO J.4.f. IF NOT) Is the address for your mother/female guardian the same as that you just gave me for your father/male guardian?
(1) YES. (CATI PROGRAM FILLS IN DATA FROM J.1; THEN GO TO J.6)
(2) NO. (IF MOTHER'S/FEMALE GUARDIAN'S ADDRESS/PHONE NUMBER FILLED IN, GO TO J.4.e; IF DATA NOT AVAILABLE, GO TO J.4.f)

e. We show your mother's/female guardian's address and telephone number is (FROM PRELOADED DATA). Is this still correct?
(1) YES. (GO TO J.5)
(2) NO. (CORRECT/COMPLETE EXISTING DATA AND THEN GO TO J.5)

f. What is your mother's/female guardian's address and telephone number

____
Address
______________________ ___ ______
City State Zip
(___) __________
Telephone Number

5. [IF "FATHER/MALE GUARDIAN" LISTED IN J.2 SKIP TO J.6. OTHERWISE GO TO J.6. IF "FATHER DECEASED CODE" = 1, OR TO J.5.a IF "FATHER DECEASED CODE" = 0]

   a. We would like to [verify/obtain] information about your father or male guardian; is he living and in sufficiently good health for us to contact him?
      (1) YES. (GO TO J.5.b IF FULL NAME DATA AVAILABLE; GO TO J.5.c IF NOT)
      (2) NO. (GO TO J.6)

   b. We understand that your father's/male guardian's full name is ______________________; is that correct?
      (1) YES. (GO TO J.5.d)
      (2) NO. (CORRECT/COMPLETE EXISTING DATA AND GO TO J.5.d)

   c. What is your father's/male guardian's full name?

      ____________________ ___ ____________________
      First Name MI Last Name

   d. (IF J.2 IS "MOTHER" OR "FEMALE GUARDIAN" OR IF J.4.a RESPONSE IS YES, ASK THIS QUESTION; OTHERWISE GO TO J.5.e IF FATHER'S ADDRESS EXISTS, OR GO TO J.5.f IF NOT) Is the address for your father/male guardian the same as that you just gave us for your mother/female guardian?
      (1) YES. (CATI PROGRAM FILLS IN DATA FROM J.1. (IF J.2 = MOTHER) OR FROM J.4.e or f (IF J.4.a IS "YES"); THEN GO TO J.6)
      (2) NO. (IF FATHER'S/MALE GUARDIAN'S ADDRESS/PHONE NUMBER FILLED IN, GO TO J.5.e; IF DATA NOT AVAILABLE, GO TO J.5.f)

   e. We show your father's/male guardian's address and telephone number is (FROM PRELOADED DATA). Is this still correct?
      (1) YES. (GO TO J.6)
      (2) NO. (CORRECT/COMPLETE EXISTING DATA AND THEN GO TO J.6)

   f. What is your father's/male guardian's address and telephone number

      ____
      Address

      ____________________ ___ ______
      City State Zip
      (___) __________
      Telephone Number

6. (IF J.2 IS "SPOUSE", "MOTHER/FEMALE GUARDIAN" OR "FATHER/MALE GUARDIAN" ASK QUESTION 6.a; ELSE, IF (((J.4a = "NO") OR (MOTHER DECEASED INDICATOR = 1)) AND ((J.5.a= "NO") OR (FATHER DECEASED INDICATOR = 1))), THEN ASK 6.a; OTHERWISE SKIP TO J.7)

   a. Would you give me the name, address, and telephone number of one other friend or relative who lives at an address different from yours and will probably know where you will be in two years?

      ____________________ ___ ____________________
      First Name MI Last Name

      ____
      Address

      ____________________ ___ ______
      City State Zip
      (___) __________
      Telephone Number

   b. What is (NAME OF CONTACT PERSON)'s relationship to you?
      (3) SISTER/BROTHER.
      (4) SPOUSE OR FORMER SPOUSE.
      (5) OTHER RELATIVE, INCLUDING IN-LAWS.
      (6) FRIEND.

[IF CURRENT ADDRESS DATA EXISTS, ASK 7.a; OTHERWISE GO TO 7.b]

7. a. [IF CURRENT ADDRESS AVAILABLE FROM PRELOAD, ASK 7.a, OTHERWISE GO TO 7.b.] Is your current address still (CURRENT ADDRESS FROM RECORD)?
(1) YES. (FILL IN 7.b WITH PRELOAD AND GO TO J.7.c.)
(2) NO.

b. What is your current address? [PROGRAM FILLS IN ANY PRELOAD AVAILABLE]

CURRENT ADDRESS

____
Address

____________________ ___ _____
City State Zip

c. [IF NOT OBVIOUS, ASK--IF OBVIOUS FILL IN YES WITHOUT ASKING] Is the phone number you are speaking from the phone number at your current address?
(1) YES. (CATI PROGRAM FILLS IN J.7.e WITH ACTIVE PHONE NUMBER AND GO TO J.7.f)
(2) NO.

d. Who does this telephone number belong to, (e.g., name, or friend, work, school, parent)?
____
(fill in response)

e. What is your current home telephone number?
(___)__________ [(999) 999-9997 = NO CURRENT PHONE
(telephone) NUMBER]

f. Do you think it is likely that you will be at this address in two years?
(1) YES.
(2) NO.

g. Is your current address also your permanent address?
(1) YES. (GO TO J.9 AND FILL IN PERMANENT ADDRESS AND PHONE NUMBER [J.8.c] WITH CURRENT ADDRESS AND PHONE NUMBER)
(2) NO. (GO TO J.8)

8. a. Do you have a permanent address and telephone number that is different from the ones you have given us so far?
(1) YES. (GO TO J.8.c)
(2) NO. (GO TO J.8.b)

b. Which of the addresses you have provided is your permanent address?
(1) Original contact person's.
(2) Mother/female guardian.
(3) Father/male guardian.
(4) Current address.
(5) NONE. Have no permanent address.

[GO TO J.9; ALSO, IF ANSWERED 1-4 to J.8.b, CATI PROGRAM FILLS IN PERMANENT ADDRESS AND TELEPHONE NUMBER FROM APPROPRIATE PRIOR RESPONSE (J.1, J.4.e or f, J.5.e or f, or J.7.a or b AND J.7.e]

c. [IF PRELOAD PERMANENT ADDRESS AVAILABLE, ASK 8.c, OTHERWISE GO TO 8.d.] Is your permanent address and phone number still (Permanent address from preload)
(1) YES. (FILL IN 8.d WITH PRELOAD AND GO TO J.9.)
(2) NO.

d. What is your permanent address and telephone number? [PROGRAM FILLS IN ANY PRELOAD AVAILABLE]

____
Address

____________________ ___ ______
City State Zip

(___)______________
Telephone Number

9. a. Let me make sure we have your name spelled correctly. Your full name is (RESPONDENT'S FULL NAME); (INTERVIEWER SHOULD ALSO SPELL NAME). Is that right?
1 = CORRECT. (GO TO J.10.)
2 = INCORRECT. (CONTINUE WITH J.9.b)

b. What is your correct full name?

________________ ___ ________________
First Name MI Last Name

10. (IF NPSAS:90 "OTHER NAME" DATA AVAILABLE ASK 10.a; IF BLANK ASK 10.b)

a. You previously told us that you were also known by your friends, relatives, or neighbors as (FILL IN PRELOADED DATA). Is there something else you are called now? [INTERVIEWER DOES NOT READ RESPONSES]

(1) YES (CORRECT/COMPLETE EXISTING DATA AS NEEDED AND GO TO J.11)
(2) NO, SAME NICKNAME OR MAIDEN NAME (GO TO J.11)
(3) NO, NO NICKNAME OR MAIDEN NAME NOW (BLANK EXISTING DATA AND GO TO J.11)

b. Do your friends, neighbors, or relatives know you by any name other than your legal name: for example, maiden name or nickname?
(1) YES. (CONTINUE WITH J.10.c)
(2) NO. (GO TO J.11)

c. What other name are you known by? ________________________

11. (ASK ONLY IF MARRIED AND NEITHER J.2 NOR J.6.b IS SPOUSE:)
a. What is the name of your spouse?

________________ ___ ________________
First Name MI Last Name

12. (IF AVAILABLE PRIOR DATA ASK J.12.a, IF NO DATA GO TO J.12.b.)

a. In 1990, you told us your Social Security number was (SS number). Is that correct?
(1) YES. (GO TO J.13.)
(2) NO. (CORRECT/COMPLETE EXISTING DATA AND GO TO J.13)

b. What is your Social Security number?
[999999997 = NO SOCIAL SECURITY NUMBER]

13. (IF DRIVER'S LICENSE STATE GIVEN PREVIOUSLY AND NOT EQUAL TO 0, ASK 13.a.; OTHERWISE, ASK 13.b.)

a. You told us in 1990 that your driver's license was issued in (FILL IN FROM PRELOADED DATA); Is that still correct?

(1) YES. (GO TO 13.c. IF DRIVER'S LICENSE NUMBER AVAILABLE, OR 13.d. IF NOT)
(2) NO. (CORRECT EXISTING DATA; THEN GO TO 13.c. IF LICENSE NUMBER AVAILABLE OR 13.d. IF NOT)

b. In what state was your drivers license issued? [FC = FOREIGN COUNTRY OR INTERNATIONAL LICENSE. NA = DOES NOT HAVE DRIVERS LICENSE.]

STATE: ____ (IF "NA" OR "FC", GO TO COMPLETION SCREEN; OTHERWISE, GO TO 13.c IF DRIVER'S LICENSE NUMBER AVAILABLE, IF NOT GO TO J.13.d.)

c. You told us in 1990 that your driver's license number was ______________________; Is that still correct?
(1) YES. (GO TO COMPLETION SCREENS)
(2) NO. (CORRECT/COMPLETE AS NEEDED AND GO TO COMPLETION SCREEN)

d. May I have your drivers license number
____

COMPLETION SCREENS

I. Normal Completion (NOT IN Q.C. GROUP AND COMPLETED FULL INTERVIEW)

[USER EXIT TO SELECT A RANDOM NUMBER BETWEEN 0 AND 1 AND DETERMINE IF RESPONDENT IS SELECTED FOR FOLLOWUP INTERVIEW.]

IF (RANDOM $\leq$ .05) SELECT FOR RELIABILITY REINTERVIEW (GO TO A)

OTHERWISE, NOT SELECTED. (GO TO B).

A. [READ TO RESPONDENT]
You have been randomly selected by our computer for followup interviewing. We would like to call you back in two to three weeks and verify some of your responses. When would be a good time to call?

[INTERVIEWER: FIRST ANSWER--DID THE RESPONDENT REFUSE TO PARTICIPATE IN THE REINTERVIEW?
1 = YES. [GO TO B]
2 = NO.

[IF NOT REFUSED, ENTER DATE AND TIME.]

DATE: ____________________
TIME: ____________________

[CONVERT TO EASTERN TIME FOR SUBSEQUENT APPOINTMENT SCHEDULING. IF NOT REFUSED, PROGRAM WRITES OUT ID NUMBER, AND INTERVIEW RESCHEDULE TIME TO SEPARATE FILE.]

B. That completes our survey. Thank you for your assistance. Your participation will help make this survey a success.

II. COMPLETION FOR Q.C. GROUPS OR THOSE DETERMINED TO BE INELIGIBLE OR NOT FTB FROM SECTION A.

[IF DETERMINED ELIGIBLE IN Q.C. GROUPS AUTOMATICALLY RESULT CODE AS 300 AND USE SCREEN C; OTHERWISE, RESULT CODE AS INELIGIBLE OR NON-FTB AND USE SCREEN B IN I]

C. That completes the interview for now, but we may need to get back to you in a few weeks. When would be a good time to call?

DAY OF WEEK: ________

TIME: ______

[NOTE PROGRAM WRITES APPOINTMENT TIME IN COMMENT FIELD FOR CURRENT NUMBER. CASES SHOULD BE RESULT CODED AS 300.]

(TIME STAMP ON COMPLETION SCREEN)

NPSAS:90 Main Interview

Table of Contents

Section 1: School Enrollment C-189

Section 2: Enrollment and Costs C-193

Section 3: Financial Aid C-199

Section 4: Additional Source of Support C-213

Section 5: Employment C-219

Section 6: Educational Expectations/Student Characteristics C-225

Section 7: Parental Characteristics C-233

Section 8: Financial Status C-235

Section 9: Demographics C-239

Section 10: Locating Information C-249

DATA ELEMENTS

SECTION 1: SCHOOL ENROLLMENT

BASE. 1.01 According to our records, you attended (NAME OF SAMPLE SCHOOL) during (SAMPLE MONTH). Is that correct?

ATTEND
YES .... 1 [SKIP TO QUESTION 1.02a]
NO 2

1.02 Did you attend (NAME OF SAMPLE SCHOOL) at any time since July 1, 1989?

ATTEVER
YES 1
NO .... 2 [SKIP TO QUESTION 1.03)

1 .02a While enrolled at (NAME OF SAMPLE SCHOOL) were you ...

a. in at least one course for credit?

ONECRED
YES .... 1 [SKIP TO QUESTION 1.04]
NO 2

b. in a program for a degree or formal award?

DEGRAWRD
YES .... 1 [SKIP TO QUESTION 1.04]
NO 2

c. in a program for a specific occupation?

OCCUPATN
YES .... 1 [SKIP TO QUESTION 1.04]
NO 2

1.03 There seems to be a problem with the information I have. After checking with my supervisor, I may need to call you back. Thank you for your time. [TERMINATE INTERVIEW]

1.04 Since July 1, 1989 have you attended any other postsecondary schools in addition to (NAME OF SAMPLE SCHOOL)?

HOME.SCHOTH
YES 1
NO .... 2 [SKIP TO QUESTION 1.07]

SCHL 1.05 What other schools have you attended since July 1, 1989?

SCHLNAME

1. ____________________ PROBE: Are there any more?
2. ____________________
3. ____________________

ASK QUESTION 1.06 OF EACH 'OTHER' SCHOOL NAME ENTERED IN QUESTION 1.05

[ASK IF NOT OBVIOUS]

1.06 Is (NAME OF OTHER SCHOOL) best described as...

[ENTER 2 IF PROPRIETARY)

NEWTYPE

a university, a 2 or 4 year college or community college, or 1
some other type of school? 2

IF SCHOOL IS PROPRIETARY (1.06 = 2), THEN ASK QUESTION 1.06b

1.06b What is the address of (NAME OF OTHER SCHOOL)?

SCHLADDR ____________________________________

STREET ADDRESS

IF STREET ADDRESS IS REFUSED, SKIP CITY, STATE AND ZIPCODE

SCHLCITY
SCHLST
SCHLZIP

____________________ ______ ________
CITY STATE ZIPCODE

ASK QUESTION 1.07 FOR EACH SCHOOL ATTENDED

Note: Q1.05 - There is a limit of 4 schools per respondent. If the student attended more than 3 other schools, interviewer will handle in comments or callback. The interviewer will abbreviate university and school names as appropriate.

Note: Q1.06 - Interviewer training will include instruction in institution names and classifications (proprietary and nonproprietary).

TERM. 1.07 Please tell me the dates for all terms (or enrollment periods) that you attended [SCHOOL NAME] since July 1, 1989.

1. (NAME OF SAMPLE SCHOOL)
2. (NAME OF OTHER SCHOOL)
3. (NAME OF OTHER SCHOOL)
4. (NAME OF OTHER SCHOOL)

	SCHOOL #	SCHOOL NAME	BEGIN (MO/YR)	END (MO/YR)
MNTHB	( )	( )	( )/( )	( )/( )
YEARB	( )	( )	( )/( )	( )/( )
MNTHE	( )	( )	( )/( )	( )/( )
YEARE	( )	( )	( )/( )	( )/( )
	( )	( )	( )/( )	( )/( )
	( )	( )	( )/( )	( )/( )
	( )	( )	( )/( )	( )/( )
	( )	( )	( )/( )	( )/( )

[ENTER 9 =NEW SCHOOL, ESC\D=DELETE LINE, ESC\R=REORDER, ESC\X=LEAVE MATRIX]

IF TIMESPAN FOR ANY ONE ENROLLMENT PERIOD IS GREATER THAN 5 MONTHS, AND THE SCHOOL IS NOT PROPRIETARY (PROPTARY = 1), THEN ASK:

Do these months, (MONTH) to (MONTH), include one enrollment period or more than one enrollment period?

ONE PERIOD 1
MORE THAN ONE PERIOD .... 2 [RETURN TO QUESTION 1.07 AND REVISE DATES]

IF NO ENROLLMENT PERIODS ARE ENTERED FOR A SCHOOL THEN VERIFY:

I have no enrollment periods recorded for (NAME OF SCHOOL). Is that correct?

YES .... 1 [SCHOOL WILL BE DELETED FROM 1.07 MATRIX]
NO .... 2 [RETURN TO QUESTION 1.07 AND ENTER DATES]

IF TIMESPAN FOR ANY ONE ENROLLMENT PERIOD OVERLAPS ANOTHER ENROLLMENT PERIOD AT A DIFFERENT SCHOOL, THEN VERIFY:

This enrollment period, (BEGIN DATE) to (END DATE), overlaps one or more other enrollment periods for another school. Were you attending more than one school at the same time?

HOME.SOVERLAP YES. 1
NO. .... 2 [RETURN TO QUESTION 1.07 AND REVISE DATES]

SCHOOL SUMMARY REVIEW:
REVIEW ALL SCHOOL NAMES AND DATES OF ENROLLMENT

Note: Q1.07- Sample school name cannot be modified.

Date checks will be performed as each enrollment period is collected. An expected end date will be collected for each attendance spell if respondent is currently enrolled. An enrollment period may end after June 30, 1990 if the spell overlaps with the period July 1, 1989 through June 30, 1990. An enrollment period may begin before July 1, 1989 if the spell overlaps with the period July 1, 1989 through June 30, 1990. If respondent has dropped out of school, the end date will be recorded as the date the respondent left school.

There is a limit of 8 enrollment periods per respondent; any cases exceeding this number will be referred to the supervisor. The matrix for 1.07 will only be available for entry of enrollment periods in Section 1. Any changes in number of enrollment periods after Section 1 will be handled by the supervisor.

IF THE DATE OF THE INTERVIEW IS AFTER JUNE 15, 1990. SKIP TO SECTION 2

HOME. 1.08a Will you be beginning any new terms or enrollment periods between now and July 1,1990?

FUTRTERM
YES 1
NO .... 2 [SKIP TO SECTION 2]

1.08b Will you be beginning a new term or enrollment period at (NAME OF SAMPLE SCHOOL) between now and July 1,1990?

FUTRSAMP
YES 1
NO .... 2 [SKIP TO SECTION 2]

1.08c When will this term (or enrollment period) begin?

FUTRMM
FUTRDD
MONTH( ) DAY( )

1.08d Have you been awarded any financial aid for this term or enrollment period?

FUTRAID
YES 1
NO 2

DATA ELEMENTS

SECTION 2: ENROLLMENT AND COSTS

2.01 Had you attended (NAME OF SAMPLE SCHOOL) at any time prior to (BEGIN DATE OF 1st ENROLLMENT PERIOD AT SAMPLE SCHOOL)?

SCHL.PRIORATT	YES	1
	NO	2

2.02 Approximately, how many miles is (NAME OF SAMPLE SCHOOL) from your permanent home?

[READ CATEGORIES IF NECESSARY]

SCHLDISTANCE	5 MILES OR LESS	1
	6-10 MILES	2
	11-50 MILES	3
	51-100 MILES	4
	101-500 MILES	5
	MORE THAN 500 MILES	6

ALL OF THE REMAINING ITEMS IN THIS SECTION WILL BE ASKED FOR EACH SCHOOL AND EACH ENROLLMENT PERIOD. IF SCHOOL IS NONPROPRIETARY (PROPTARY ^ = 1), ASK QUESTION 2.05, OTHERWISE SKIP TO QUESTION 2.06.

2.05 At (NAME OF SCHOOL] from (BEGIN DATE) to (END DATE), what (is/was) your major?

( ) [SKIP TO QUESTION 2.08]

TERM.MAJRCODE	ACCOUNTING	1
	BUSINESS	2
	COMPUTER SCIENCE	3
	EDUCATION	4
	ENGINEERING	5
	ENGLISH	6
	LAW	7
	NURSING	8
	UNDECLARED/UNDECIDED	9
TERM.MAJOR	OTHER	91-> SPECIFY:________ [SKIP TO QUESTION 2.08]

2.06 At (NAME OF SCHOOL) from (BEGIN DATE) to (END DATE), what (is/was) the name of your program of study?

( )

TERM.COURCODE	BROADCASTING AND COMMUNICATION	1
	BUSINESS ADMINISTRATION	2
	COMPUTER PROGRAMMING	3
	DATA ENTRY/DATA PROCESSING	4
	DENTAL ASSISTANT	5
	MEDICAL ASSISTANT	6
	SECRETARIAL	7
	TRAVEL AND TOURISM	8
	WORD PROCESSING	9
TERM.COURSNAM	OTHER	91-> SPECIFY:____________

Note: Q2.02- Interviewer will code answer into appropriate category.

Note: Q2.05- Most frequent responses from 1987 NPSAS are given in 2.05 and 2.06; other responses will be entered in 91. Full name will be entered for other responses.

TERM. 2.07 What is the length of your program of study including obtaining your degree or certificate? [IF NUMBER IS REFUSED OR UNKNOWN, SKIP UNIT]

PROGLENG ( ) NUMBER OF ( ) [SKIP TO OUESTION 2.09]
LENGTYPE

1. WEEKS
2. MONTHS
3. YEARS

2.08 What (is/was) your level in school between (BEGIN DATE) and (END DATE)?

LEVEL
FRESHMAN 1
SOPHOMORE 2
JUNIOR 3
SENIOR 4
FIFTH YEAR SENIOR 5
MASTER'S 6
DOCTORAL 7
FIRST-PROFESSIONAL 8
LEVELOS OTHER .... 91-> SPECIFY:______________

2.09 Toward which degree or other award (are/were) the courses you (are/were) taking between (BEGIN DATE) and (END DATE) leading?

DEGREE
CERTIFICATE/LICENSE 1
ASSOCIATE'S DEGREE 2
BACHELOR'S DEGREE/DIPLOMA 3
POSTBACCALAUREATE CERTIFICATE 4
MASTER'S DEGREE/DIPLOMA 5
DOCTORAL DEGREE/DIPLOMA 6
FIRST-PROFESSIONAL DEGREE/DIPLOMA 7
COURSES NOT LEADING TOWARD DEGREE, CERTIFICATE OR OTHER FORMAL AWARD .... 8 [SKIP TO BOX 2.11]

DEGREEOS
OTHER UNDERGRADUATE PROGRAM .... 91-> SPECIFY:__________

OTHER GRADUATE PROGRAM .... 92-> SPECIFY:__________

IF A STUDENT IS/WAS A FRESHMAN, SOPHOMORE OR JUNIOR (2.08 = 1,2,3) AND WORKING TOWARD A BACHELOR'S DEGREE (2.09 = 3,-7,8) THEN SKIP TO BOX 2.11

IF STUDENT IS CURRENTLY ENROLLED, SKIP TO QUESTION 2.10a

2.10 Have you completed this (degree/certificate)?

COMPLETD
YES .... 1 [SKIP TO BOX 2.11]
NO 2

2.10a Do you expect to complete this (degree/certificate) by June 30, 1990?

EXPCTCOM
YES 1
NO 2

Note: Q2.07- If respondent is a dropout, the length of the program of study in which the respondent was enrolled will be recorded.

Note: Q2.10a - Question will not be asked during interviews conducted on or after June 30.

BOX 2.11

IF THIS SCHOOL HAS MORE THAN ONE ENROLLMENT PERIOD AND THE SCHOOL IS NON-PROPRIETARY, ASK QUESTION 2.11 a
IF THIS SCHOOL HAS MORE THAN ONE ENROLLMENT PERIOD AND THE SCHOOL IS PROPRIETARY, ASK QUESTION 2.11 b
IF THIS SCHOOL HAS ONLY ONE ENROLLMENT PERIOD AND THERE ARE NO FURTHER SCHOOLS LISTED, SKIP TO 2.12 BOX
IF THIS SCHOOL HAS ONLY ONE ENROLLMENT PERIOD AND THERE IS ANOTHER SCHOOL LISTED, RETURN TO QUESTION 2.05

2.11a Between (BEGIN DATE) and (END DATE) was your . . .

	[1 =YES, 2 =NO]
a. major (2.05 MAJOR)?	( ) ____________
b. level (2.08 LEVEL)?	( ) ____________
c. degree/award (2.09 LEADING TO)?	( ) ____________

2.11 b Between (BEGIN DATE) and (END DATE) was your . . .

	[1 = YES, 2 = NO]
a. program of study (2.06 PROGRAM)?	( ) ____________
b. degree/award (2.09 LEADING TO)?	( ) ____________

TERM. 2.12 BOX

IF STUDENT IS CURRENTLY ENROLLED, ASK QUESTION 2.12a-e FOR EACH ENROLLMENT PERIOD.
IF STUDENT IS NOT CURRENTLY ENROLLED, SKIP TO QUESTION 2.13

2.12a Concerning your current enrollment at (NAME OF SCHOOL) from (BEGIN DATE) to (END DATE), is your attendance . . .

ATTSTAT
full-time 1
at least half-time, but less than full -time 2
less than half-time? 3

NUMCOURS b. How many courses are you taking?

( )

c1. How many credits does that represent?

NUMCREDT
CREDTPER
CRPEROS
( ) HOURS PER ( ) 1. SEMESTER
2. QUARTER
3. OTHER -> SPECIFY: ____________________

IF 2.12c1 >0, SKIP TO QUESTION 2.12d

c2. How many hours of instruction are you scheduled to attend each week?

HOURWEEK ( )

Note: Q2.11a -If 2 is entered in 2.11a or 2.11b, the lower portion of the screen will permit entry of new information.

TERM. d. How much were your tuition and required fees prior to any discounts or waivers for these courses?
TUITION $( ).00

e. How much will you spend for books and supplies?

COSTBOOK $( ).00

f. How much will you spend for other items such as computers and microscopes?

OTRITEMS $( ).00

g. How much will you spend for commuting to class such as bus fare, gas or parking?

COMMUTE $( ).00

h. How much will you spend for other educational expenses such as transportation to your permanent home, babysitting while attending class, etc?

EDUCRELA $( ).00

IF STUDENT IS NOT CURRENTLY ENROLLED, ASK QUESTION 2-13a-e FOR EACH PAST ENROLLMENT PERIOD, OR IF THERE ARE NO PAST ENROLLMENT PERIODS SKIP TO QUESTION 2.14

2.13a While at (NAME OF SCHOOL) between (BEGIN DATE) and (END DATE), was your attendance . . .

ATTSTAT
full-time 1
at least half-time, but less than full-time 2
less than half-time? 3

b. How many courses did you take?

NUMCOURS ( )

c1. How many credits did that represent?

NUMCREDT ( ) HOURS PER ( ) 1. SEMESTER
CREDTPER 2. QUARTER
CRPEROS 3. OTHER -> SPECIFY:____________________________

IF 2.13c1 >0, SKIP TO QUESTION 2.13d

c2. How many hours of instruction were you scheduled to attend each week?

HOURWEEK ( )

d. How much were your tuition and required fees prior to any discounts or waivers for these courses?

TUITION $( ).00

e. How much did you spend for books and supplies?

COSTBOOK $( ).00

f. How much did you spend for other items such as computers and microscopes?

OTRITEMS $( ).00

g. How much did you spend for commuting to class such as bus fare, gas or parking?

COMMUTE $( ).00

h. How much did you spend for other educational expenses such as transportation to your permanent home, babysitting while attending class, etc?

EDUCRELA $( ).00

BEST COPY AVAILABLE

TERM. 2.14a While at [SCHOOL] from [BEGIN DATE] to [END DATE], did you live in school-owned housing?

		SCHOOL NAME		BEGIN MO/YR	END MO/YR	1-YES 2-NO	COST
SCHLHOUS	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00

FOR EACH ENROLLMENT PERIOD STUDENT RESIDED IN SCHOOL-OWNED HOUSING, ASK:

HOUSCOST How much did you pay to [SCHOOL] for housing? $( ).00

2.14b Since you did not live in school-owned housing while at [SCHOOL] between [BEGIN DATE] and [END DATE], did you live . . .

1. in your own apartment or house (not with parents or guardians)
2. with parents or guardians, or
3. with relatives other than parents, guardians, spouse, or children?

		SCHOOL NAME		BEGIN . . . MO/YR . . .	END MO/YR	1 =YES 2 =NO
WHERELIV	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ } (	( )
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ } (	( )
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ } (	( )
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ } (	( )
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ } (	( )
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ } (	( )
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ } (	( )
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ } (	( )

2.15 While at [SCHOOL] from [BEGIN DATE] to [END DATE], did you pay for school-provided meal plans?

		SCHOOL NAME		BEGIN MO/YR	END MO/YR	1 = YES 2 = NO	COST
SCHLMEAL	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00
	{#}	{NAME OF SCHOOL	}	{ }/{ }	{ }/{ }	{ }	$( ).00

FOR EACH ENROLLMENT PERIOD STUDENT RECEIVED SCHOOL-PROVIDED MEALS, ASK:

MEALCOST How much did you pay to [SCHOOL] for the meal plan? $( ).00

HOME. 2.17 Other than the education-related expenses previously mentioned, since July 1, 1989 how much were your average monthly expenses for . . .

RENTMORT	a. rent or mortgage and utilities?	$( ).00
FOOD	b. food including meals in restaurants (but excluding meal plans)?	$( ).00
TRANSP	c. transportation costs such as car loans, maintenance and insurance? Please exclude those related to school.	$( ).00
PERSONAL	d. personal expenses such as clothing, recreation, vacation, trips, cleaning, and so forth?	$( ).00
KIDCARE	e. dependent care, daycare, babysitting?	$( ).00
EDLOANS	f. repaying educational loans?	$( ).00
OTHEREXP	g. other expenses such as phone, child support, insurance, medical, or loans other than educational?	$( ).00

DATA ELEMENTS

SECTION 3: FINANCIAL AID

IF STUDENT RECEIVED FINANCIAL AID ON THE RECORD ABSTRACT (B8 = 1), SKIP TO QUESTION 3.02 BOX

3.01 The next few questions concern financial aid. Financial aid includes grants, scholarships, loans, work-study, fellowships, assistantship and assistance for education from an employer or the military.

Did you apply for financial aid for the 1989-90 school year?

HOME.APPLYFA
YES 1
NO 2

NOTE: QUESTIONS 3.02 THRU 3.15 ARE ASKED OF EACH SCHOOL THE RESPONDENT ATTENDED IN THE 1989-90 SCHOOL YEAR. IF THERE ARE MULTIPLE ENROLLMENT PERIODS AT THE SAME SCHOOL, QUESTIONS 3.02 THRU 3.15 SHOULD BE A TOTAL OF ALL PERIODS AT THE SCHOOL

3.02 BOX

IF SCHOOL IS SAMPLE SCHOOL AND IT IS NOT KNOWN IF STUDENT RECEIVED FINANCIAL AID (B8 = -1), THEN SKIP TO QUESTION 3.02;
OTHERWISE, VERIFY RECORD ABSTRACT B8 AT QUESTION 3.2A

3.2A According to our records, you (were/were not) awarded financial aid for the 1989-90 school year while enrolled in (NAME OF SAMPLE SCHOOL), other than aid from family, friends or relatives. Is this correct?

SCHLAWARDFA
FINANCIAL AID WAS AWARDED [SKIP TO QUESTION 3.03a]
NO FINANCIAL AID WAS AWARD [SKIP TO QUESTION 3.14]

3.02 Were you awarded financial aid for the time you attended (NAME OF SCHOOL) during the 1989-90 school year? This includes offered aid that you accepted or refused for items such as grants, scholarships, student loans, college work-study, and assistance from an employer or the military. Do not include aid from family, friends or relatives.

SCHLAWARDFA
YES 1
NO .... 2 [SKIP TO QUESTION 3.14]

3.03a What is the total amount of financial aid you were awarded for (NAME OF SCHOOL) for the 1989-90 school year? Please do not include aid from family, other relatives, or friends, but do include the total amount awarded, not just the amount received up to now.

SCHLAWARDAMT
$( ).00

3.03b Did you accept all of the financial aid that you were awarded?

SCHLACEPTALL
YES 1
NO 2

IF SCHOOL IS NOT SAMPLE SCHOOL, SKIP TO QUESTION 3.04A

IF RECORD ABSTRACT DOES NOT HAVE A PELL/SEOG GRANT RECORD FOR STUDENT
(B9a ^ = 1), SKIP TO 3.04RB1 BOX

SCHL 3.04RA According to our records, of the amount awarded and accepted by you in 1989-90 for the (NAME OF SAMPLE SCHOOL) part of it was from a Pell grant or SEOG (Student Educational Opportunity Grant). Is that correct?

PELLGRNT
YES .... 1 [SKIP TO QUESTION 3.14]
NO 2

3.04RB1 BOX

IF RECORD ABSTRACT DOES NOT HAVE A STAFFORD/GSL LOAN RECORDED FOR STUDENT
(B9c^= 1), SKIP TO 3.04RB2 BOX

3.04RB1 According to our records, of the amount awarded and accepted by you in 1989-90 for the (NAME OF SAMPLE SCHOOL) part of it was from a Stafford/GSL loan. Is that correct?

STAFLOAN
YES 1
NO 2

3.04RB2 BOX

IF RECORD ABSTRACT DOES NOT HAVE A PERKINS/NDSL LOAN RECORDED FOR
STUDENT
(B9b ^ = 1), SKIP TO 3.06aa BOX

3.04RB2 According to our records, of the amount awarded and accepted by you in 1989-90 for the (NAME OF SAMPLE SCHOOL) part of it was from a PERKINS/NDSL loan. Is that correct?

PERKLOAN
YES 1
No 2

3.06aa BOX

IF NEITHER A STAFFORD/GSL NOR A PERKINS/NDSL WERE AWARDED AND ACCEPTED
(3.04RB1 ^ = 1 AND 3.04RB2 ^ = 1) THEN SKIP TO QUESTION 3.04A

3.06aa Did you receive any loans to meet your educational expenses from sources other than Federal, State or Institutional? For example, loans from your employer or personal loans. Please exclude loans received from family, friends, or relatives.

NOTFEDST
NFDSTAMT
YES .... 1 -> How much was this loan? $( ).00
NO 2

3.04RC Of the amount awarded and accepted by you in 1989-90 for the (NAME OF SCHOOL) was any of it from other types of aid such as work-study, assistantships, fellowships, employer benefits or aid from the military?

OTHAID
YES 1
NO .... 2 [SKIP TO 3.04a BOX]

3.04RC1 What was the amount of financial assistance you received?

OAIDAMT
$( ).00

SCHL 3.04a BOX

IF OTHER FINANCIAL AID WAS RECEIVED (3.04RC = 1) THEN SKIP TO QUESTION 3.07 OR IF NO OTHER FINANCIAL AID WAS RECEIVED (3.04RC^ = 1); SKIP TO QUESTION 3.14

3.04 Of the amount awarded and accepted by you in 1989-90 for the (NAME OF SCHOOL), was any of it from...

a. Grants or scholarships, that is, money you do not have to pay back? Please include any Pell and Supplemental Educational Opportunity (SEOG) grants that you received, but do not include tuition waivers.

GRANT
YES 1
NO . . . . 2 [SKIP TO QUESTION 3.04b]

a1. What was the amount of this grant or scholarship?

GRANTAMT $( ).00

IF SCHOOL IS THE SAMPLE SCHOOL AND RECORD ABSTRACT PELL ^ = -1 THEN SKIP TO QUESTION 3.04b

a2. Was any part of this a Pell Grant?

PELLGRNT
YES 1
NO . . . . 2 [SKIP TO QUESTION 3.04b]

IF SCHOOL IS SAMPLE SCHOOL, SKIP TO QUESTION 3.40b

a3. What was the amount of the Pell Grant?

PELVERAM $( ).00

3.04b Loans, that is, borrowed money that you must repay? Please include Stafford/GSL and Perkins loans.

LOANS
YES 1
NO . . . . 2 [SKIP TO QUESTION 3.04c]

IF SCHOOL IS SAMPLE SCHOOL SKIP TO 3.04b4 BOX

b1. What was the amount of this loan?

LOANAMT $( ).00

IF SCHOOL IS THE SAMPLE SCHOOL AND RECORD ABSTRACT STAFFORD ^ = -1, THEN SKIP TO 3.04b4 Box

b2. Was any part of this a Stafford/Guaranteed Student Loan?

STAFLOAN
YES 1
NO . . . . 2 [SKIP TO QUESTION 3.04b4]

Note: Q3.04a2 - If a graduate student reports a Pell Grant , an error message will instruct the interviewer to verify that a Pell Grant was received.

SCHL IF SCHOOL IS SAMPLE SCHOOL SKIP TO QUESTION 3.04c

b3. What was the amount of the Stafford/Guaranteed Student Loan?

STAFAMT $( ).00

3.04b4 BOX

IF SCHOOL IS THE SAMPLE SCHOOL AND RECORD ABSTRACT PERKINS ^ = -1, THEN SKIP TO QUESTION 3.04c

b4. Was any part of this a Perkins/National Direct Student Loan?

PERKLOAN
YES 1
NO .... 2 [SKIP TO QUESTION 3.04c]

IF SCHOOL IS SAMPLE SCHOOL SKIP TO QUESTION 3.04c

b5. What was the amount of the Perkins/National Direct Student loan?

PERKAMT $( ).00

3.04c Other types of financial assistance such as work-study, fellowship, assistantships, employer paid benefits, or aid from the military?

OTHAID
YES 1
NO .... 2 [SKIP TO 3.04a BOX]

c1. What was the amount of financial assistance you received?

OAIDAMT $( ).00

SCHL 3.04A BOX

IF NO AID WAS ACCEPTED (3.04a ^ = 1 AND 3.04b ^ = 1 AND 3.04c ^ = 1) THEN SKIP TO QUESTION 3.14

IF STUDENT DID NOT RECEIVE A GRANT OR SCHOLARSHIP (3.04a ^ = 1) THEN SKIP TO 3.04b BOX

IF STUDENT DID RECEIVE A GRANT OR SCHOLARSHIP (3.04 = 1)...

... AT A NONSAMPLE SCHOOL, CONTINUE WITH QUESTION 3.05a

... AT THE SAMPLE SCHOOL AND IT WAS NOT A PELL GRANT (3.04a2 ^ = 1), CONTINUE WITH QUESTION 3.05a

... AT THE SAMPLE SCHOOL AND IT WAS A PELL GRANT (3.04a2 = 1) AND LOANS WERE RECEIVED (3.04b = 1), SKIP TO QUESTION 3.06aa

... AT THE SAMPLE SCHOOL AND IT WAS A PELL GRANT (3.04a2 = 1) AND LOANS WERE NOT RECEIVED (3.04b ^ =1) THEN SKIP TO 3.04c BOX

3.05 Was the source of the funding for the grants or scholarships...

a. a Federally funded grant or scholarship? Please exclude Pell or SEOG grants previously reported.

FEDGRNT	YES 1	-> How much was this award? $( ).00
FEDAMT	NO 2	

b. a state government grant or scholarship?

STATGRNT	YES 1	-> How much was this award?$( ).00
STATAMT	NO 2	

c. an athletic scholarship?

ATHSHIP	YES 1	-> How much was this award? $( ).00
ATHAMT	NO 2	

d. another school based scholarship?

SCHLGRNT	YES 1	-> How much was this award? $( ).00
SCHAMT	NO 2	

e. any other source?

OTHGRNT	YES 1	-> How much was this award? $( ).00
OGRNTAMT	NO 2	[SKIP TO GRANT/SCHOLARSHIP REVIEW]

3.05e.1 Was the other source of funding for the grants or scholarships

a. a church or religious organization?

RELIGORG	YES 1	-> How much was this award? $( ).00
RELIGAMT	NO 2	

b. a community organization or high school?

COMMHSCH	YES 1	-> How much was this award? $( ).00
COMHSAMT	NO 2	

SCHL c. a civic, fraternal or professional organization?

CIVICORG YES .... 1 -> How much was this award? $( ).00
NO 2

CIVICAMT

d. a National Merit Scholarship?

NATMERIT YES .... 1 -> How much was this award? $( ).00
NATLMAMT NO 2

e. any other source?

OTRSORC YES .... 1 -> SPECIFY:________________________________

OTSORCOS -> How much was this award? $( ).00
OSORCAMT NO 2

GRANT/SCHOLARSHIP REVIEW:

IF THE DIFFERENCE BETWEEN 3.04a AND THE SUM OF 3.05a-e IS GREATER THAN 10%, REVIEW TYPES OF GRANTS AND/OR SCHOLARSHIPS AND THE AMOUNTS THAT WERE AWARDED.

3.04b BOX

IF STUDENT DID NOT RECEIVE A LOAN (3.04b ^ = 1) THEN SKIP TO 3.04c BOX

IF STUDENT DID RECEIVE A LOAN (3.04b =1)...

... AT A NON-SAMPLE SCHOOL , CONTINUE WITH QUESTION 3.06a

... AT THE SAMPLE SCHOOL AND IT WAS NOT A STAFFORD OR PERKINS LOAN (3.04b2 ^ = 1 and 3.04b4 ^ = 1), CONTINUE WITH QUESTION 3.06a

... AT THE SAMPLE SCHOOL AND IT WAS A STAFFORD OR PERKINS LOAN (3.04b2 = 1 OR 3.04b4 = 1), SKIP TO QUESTION 3.06aa

3.06 While enrolled in (NAME OF SCHOOL) did you receive ......

a. a supplemental loan to students (SLS)?

SUPPLOAN YES .... 1 -> How much was this award? $( ).00
SUPPAMT NO 2

b. a Health Education Assistance Loan (HEAL)?

HEALLOAN YES .... 1 > How much was this award? $( ).00
HEALAMT NO 2

c. a Health Professional Student Loan (HPSL)?

HPSLLOAN YES .... 1 -> How much was this award? $( ).00
HPSLAMT NO 2

d. any other Federal loan?

OTHFLOAN YES .... 1 -> How much was this award? $( ).00
OTHFLAMT NO 2

e. a state loan?

STATLOAN YES .... 1 -> How much was this award? $( ).00
SLOANAMT NO 2

f. a postsecondary institutional loan?

SCHL

PSINLOAN YES .... 1 -> How much was this award? $( ).00
PSINAMT NO 2

g. or some other type of loan, such as employer or personal but excluding loans from family, friends or relatives?

OTHRLOAN YES .... 1 -> SPECIFY:________________________
LOANSPEC -> How much was this award? $( ).00
OLOANAMT NO 2

LOAN REVIEW:

IF THE DIFFERENCE BETWEEN 3.04b AND THE SUM OF 3.06a-g IS GREATER THAN 10%, REVIEW TYPES OF LOANS AND THE AMOUNTS THAT WERE AWARDED.

3.06aa Did you receive any loans to meet your educational expenses from sources other than Federal, State or Institutional? For example, loans from your employer or personal loans. Please exclude loans received from family, friends, or relatives.

NOTFEDST YES .... 1 -> How much was this loan? $( ).00
NFDSTAMT NO 2

3.04c BOX

IF STUDENT DID NOT RECEIVE ANY OTHER TYPE OF AID (3.04c ^= 1), SKIP TO QUESTION 3.14

IF STUDENT DID RECEIVE ANY OTHER TYPE OF AID (3.04c = 1), CONTINUE WITH QUESTION 3.07

3.07 Of the $(AMT IN 3.04c) awarded while enrolled in (NAME OF SCHOOL) for 1989-90, was any of the aid in the form of a work-study program?

WRKSTUDY YES 1
NO .... 2 [SKIP TO QUESTION 3.09]

3.08 Was the work-study program funded as a...

a. Federal college work-study program?

FWRKSTUD YES .... 1 -> How much was this award? $( ).00
FEDWSAMT NO 2

b. State or institutional work-study program?

SWRKSTUD YES .... 1 -> How much was this award? $( ).00
STAWSAMT NO 2

c. UNSURE OF SOURCE OF FUNDING

UWRKSTUD YES .... 1 -> How much was this award? $( ).00
USRWSAMT NO 2

SCHL

3.09 Of the $(AMT IN 3.04c) awarded while enrolled at (NAME OF SCHOOL) for 1989-90, did you receive a fellowship of any kind?

FELLSHIP
YES 1
NO .... 2 [SKIP TO QUESTION 3.11a]

3.10 Was the fellowship funded by:

a. the Federal government?

FEDFELL
FFELLAMT
YES .... 1 -> How much was this award? $( ).00
NO 2

b. the state government?

STATFELL
SFELLAMT
YES .... 1 -> How much was this award? $( ).00
NO 2

c. A postsecondary institution?

PSINFELL
PFELLAMT
YES .... 1 -> How much was this award? $( ).00
NO 2

d. another source?

OTHFELL
FELLSPEC
OTHFELAM
YES .... 1 -> SPECIFY:______________________________
-> How much was this award? S( ).00
NO 2

3.11 Of the $(AMT IN 3.04c) awarded while enrolled at (NAME OF SCHOOL) for 1989-90 did you receive...

a. a teaching or research assistantship program?

TEASSIST
TEACHAMT
YES .... 1 -> How much was this award? $( ).00
NO 2

b. financial assistance from your employer, such as tuition reimbursement?

EMASSIST
EMPLAMT
YES .... 1 -> How much was this award? $( ).00
NO 2

c. financial assistance from military service other than income?

MIASSIST
MILITAMT
YES .... 1 -> How much was this award? $( ).00
NO .... 2 [SKIP TO QUESTION 3.13]

3.12 From July 1, 1989 through June 30, 1990 how much per month did you or will you receive from...

a. Veterans benefits, including the GI Bill and Survivors and Dependents Educational Assistance Program?

VETEDUCA
VETMONTH
$( ).00 IF GREATER THAN 0, ASK: How many months was this for?_______

b. your Veterans Educational Assistance Program?

VEAP
VEPMONTH
$( ).00 IF GREATER THAN 0, ASK: How many months was this for?_______

SCHL 3.13 Did you receive financial aid from any other source?

OTASSIST YES .... 1 -> SPECIFY:________________________
-> How much was this award? $( ).00
OTHERAMT NO 2

OTHER FINANCIAL AID REVIEW:

IF THE DIFFERENCE BETWEEN 3.04c AND THE SUM OF (3.08a-c) + (3.10a-d) + (3.11a-c) + (3.12a-b) + (3.13) IS GREATER THAN 10%, REVIEW OTHER TYPES OF FINANCIAL AID AND THE AMOUNTS THAT WERE AWARDED.

3.14 For the 1989-90 school year, were your tuition and/or fees waived in part or in full?

SCHLWAIVED YES 1
NO .... 2 [SKIP TO 3.16 BOX]

3.15 Approximately how much was waived? PROBE: just roughly?

SCHLWAIVEAMT $( ).00

3.16 BOX

REPEAT QUESTIONS 3.02 THRU 3.15 FOR THE NEXT SCHOOL. IF THERE ARE NO FURTHER SCHOOLS LISTED CONTINUE WITH QUESTION 3.16

3.16 Please consider the total amount of money you borrowed for education purposes up through June 1990. Please include (the $AMOUNT you mentioned earlier and) loans from any previous postsecondary school years. Include loans from friends, relatives, banks, etc. and loans that have been repaid.

Up through June 30, 1990 how much have you borrowed...

a. for undergraduate education?

HOME.UNDRLOAN ( ).00

IF STUDENT IS A GRADUATE STUDENT OR A FIRST-PROFESSIONAL (2.08 = 6, 7,8)
OR (2.09 = 5, 6 ,7, OR 92) THEN ASK QUESTION 3.16b

b. for graduate and/or first professional education?

HOME.GRADLOAN $( ).00

IF STUDENT BORROWED MONEY FOR UNDERGRADUATE EDUCATION (3.16a > 0) OR IF STUDENT BORROWED MONEY FOR GRADUATE/FIRST-PROFESSIONAL EDUCATION (3.16b > 0), THEN ASK QUESTION 3.17

3.17 Of the $(3.16 TOTAL) you borrowed, how much do you still owe?

HOME.OWE $( ).00

3.18 Overall, would you say your school expenses for the 1989-1990 school year were greater than the money and other resources you had available?

HOME.HIGHER YES 1
NO .... 2 (SKIP TO p3.20 BOX]

Note: Q3.15- Amount waived cannot be greater than the amount of tuition for this school.

HOME. 3.19 Have you done any of the following because your school expenses were greater than the money you have available?

RANDOM START

a. Applied for a loan or an additional loan.

APPLOAN
YES 1
NO 2

b. Worked or taken an additional job.

ADDJOB
YES 1
NO 2

c. Asked parents for money or more money.

ASKPARNT
YES 1
NO 2

d. Reduced course load.

REDUCELD
YES 1
NO 2

e. Cut down on expenses.

CUTDOWN
YES 1
NO 2

f. Withdrawn from school.

WITHDRAW
YES 1
NO 2

9. Transferred to a less expensive school.

TRANSFER
YES 1
NO 2

h. Moved back home.

BACK HOME
YES 1
NO 2

ALWAYS ASK LAST

i. Is there any other action you have taken?

REMEDY
WLDYOUDO
YES .... 1 -> SPECIFY:________________
NO 2

HOME

3.20 BOX

IF THE STUDENT APPLIED FOR FINANCIAL AID IN 1989-90 SCHOOL YEAR (3.01 = -1,1) THEN SKIP TO 3.22 BOX

3.20 In years prior to the 1989-90 school year, have you ever applied for financial aid, such as grants, scholarships, fellowships, loans, or work-study for your education beyond high school?

EVERAPLY
YES .... 1 [SKIP TO 3.22 BOX]
NO 2

3.21 Please tell me if the statement described is an important reason why you have never applied for financial aid.

RANDOM START

a. My family and I were able to pay for my education.

FAMPAY
YES 1
NO 2

b. I was not willing to go into debt for schooling.

NODEBT
YES 1
NO 2

c. Family income was too high to qualify for financial aid.

HIINCQME
YES 1
NO 2

d. My grades and/or test scores were not high enough to qualify for financial aid.

LOWGRADE
YES 1
NO 2

e. It was too hard to apply for financial aid.

HARDAPP
YES 1
NO 2

f. Neither I nor my parents wanted to disclose our financial situation.

NODISCLO
YES 1
NO 2

g. I was not eligible because I only attended school part-time.

NOELIGBL
YES 1
NO 2

h. No money was available for aid.

NOAIDMON
YES 1
NO 2

HOME. i. I missed the deadline for application.

MISDLINE YES 1
NO 2

IF MORE THAN ONE REASON IN 3.21a-i = 1, THEN ASK QUESTION 3.21i); OTHERWISE, SKIP TO QUESTION 3.24

3.21j Which of these was the most important reason why you have never applied for financial aid?

IMPORTNT __________ [SKIP TO QUESTION 3.24]

3.22 BOX

IF STUDENT DID NOT ACCEPT ALL OF THE FINANCIAL AID AWARDED (3.03b = 2), SKIP TO QUESTION 3.23

3.22 Have you ever refused to accept any offered financial aid, even a partial rejection, for example accepted a grant but refused a work-study?

REJCTAID YES 1
NO .... 2 [SKIP TO QUESTION 3.24]

3.23 I am going to read a list of statements that describe why some students may refuse to accept some offered financial aid. As I read each one, please tell me if the statement describes why you refused some aid.

RANDOM START

a. Only loans were offered but you did not want to go into debt or have additional debt.

GOINDEBT YES 1
NO 2

b. You did not need assistance.

NOTNEED YES 1
NO 2

c. Although work-study was offered, it would have interfered with school.

INTERFER YES 1
NO 2

d. Although work-study was offered, you could earn more through other employment.

EARNEMPL YES 1
NO 2

ALWAYS ASK LAST

e. Was there any other reason you refused all or part of offered aid?

OTREFUS YES .... 1 -> SPECIFY: ______________________________
REFUSE1 NO 2
REFUSE2

IF STUDENT HAS NEVER APPLIED FOR FINANCIAL AID (3.20 ^ = 1), SKIP TO SECTION 4

HOME. 3.24 We now want to ask you about your financial aid for an earlier year. Did you receive Federal student financial aid in the 1988-89 school year?

FEDFINAN

YES 1
NO 2

3.25 Did you receive Federal student financial aid in the 1987-88 school year?

FED8788

YES 1
NO 2

DATA ELEMENTS

SECTION 4: ADDITIONAL SOURCE OF SUPPORT

HOME. 4.01 To meet your education expenses you probably used money or aid from a variety of sources. I have some questions about these sources; but first I need to know if you are currently

MARRIED

married	1
divorced	2
separated	3
widowed, or	4
have you never been married?	5

4.02a1 How much of the money you, yourself, have earned since July 1, 1989 has been or will be used to pay for your 1989-90 school year expenses?

EARNSCHL $( ).00

IF RESPONDENT IS NOT MARRIED (4.01 ^ = 1), SKIP TO QUESTION 4.02b1

4.02a2 How much of your spouse's earnings since July 1st has been or will be used to pay for your 1989-90 school year expenses?

SPERNSCH $( ).00

4.02b1 How much of the money you saved prior to July 1st has been or will be used to pay for your 1989-90 school year expenses? Please do not include the money you earned since last July in your answer.

SAVESCHL $( ).00

IF RESPONDENT IS NOT MARRIED (4.01^ = 1), SKIP TO QUESTION 4.03a

4.02b2 How much of the money your spouse saved prior to July 1st has been or will be used to pay for your 1989-90 school year expenses? Please do not include the money your spouse earned since last July in your answer.

SPSAVSCH $( ).00

4.03a The next few questions ask about sources of support for your education received from parents or guardians.

Are your parents or guardians currently...

[ADOPTIVE PARENTS ARE PARENTS]
[IF NEVER MARRIED, ENTER 2]

PARMARST

married to each other	1	[SKIP TO QUESTION 4.05a]
divorced or separated from each other, or	2	[SKIP TO AGE CHECK BOX]
is either one or both deceased?	3	[SKIP TO QUESTION 4.03b]
NEVER KNEW PARENTS AND/OR NO GUARDIANS (ORPHANAGE, FOSTER HOMES. ETC.)	4	[SKIP TO QUESTION 4.09a]
MALE GUARDIAN ONLY	5	[SKIP TO QUESTION 4.05a]
FEMALE GUARDIAN ONLY	6	[SKIP TO QUESTION 4.05a]
DON'T KNOW/REFUSALS		[SKIP TO AGE CHECK BOX]

BEST COPY AVAILABLE

AGE CHECK BOX:

IF PARENTS ARE DIVORCED OR SEPARATED FROM EACH OTHER (4.03a = 2) OR STUDENT DOES NOT KNOW OR REFUSES PARENTS' MARITAL STATUS (4.03a =-7,-8)...

...AND STUDENT IS OVER 30 YEARS OLD, SKIP TO PROBE BOX

...AND STUDENT IS 30 YEARS OLD OR YOUNGER, SKIP TO QUESTION 4.04a

...AND STUDENT'S AGE IS MISSING, SKIP TO QUESTION 4.04a

HOME.

4.03b Which one is deceased?

DECEASED	FATHER	1	[SKIP TO QUESTION 4.05a]
	MOTHER	2	[SKIP TO QUESTION 4.O5a]
	BOTH	3	[SKIP TO 4.03c BOX]
	DON'T KNOW/REFUSAL		[SKIP TO 4.03c BOX]

IF DEATHS ARE RECENT AND RESPONDENT DOES NOT WANT TO ANSWER FURTHER QUESTIONS ABOUT THE DECEASED, INTERVIEWER WILL USE THE FOLLOWING CODES:

SENSITIV	SENSITIVE, FATHER'S DEATH	91	[SKIP TO QUESTION 4.05a]
	SENSITIVE, MOTHER'S DEATH	92	[SKIP TO QUESTION 4.05a]
	SENSITIVE, BOTH PARENTS' DEATH	93	[SKIP TO 4.03c BOX]

4.03c BOX

IF STUDENT IS OVER 30 YEARS OF AGE SKIP TO QUESTION 4.09a

4.03c Do you have any legal guardians?

LEGLGARD	YES	1	
	NO	2	[SKIP TO QUESTION 4.09a]
	DONT KNOW/REFUSAL		[SKIP TO QUESTION 4.09a]

GUARDTYP	TYPE OF GUARDIAN:	GUARDIANS	1	[SKIP TO QUESTION 4.05a]
		MALE GUARDIAN ONLY	2	[SKIP TO QUESTION 4.05a]
		FEMALE GUARDIAN ONLY	3	[SKIP TO QUESTION 4.05a]
		DON'T KNOW/REFUSAL		[SKIP TO QUESTION 4.09a]

4.04a With which of your parents or guardians do you usually live when you are not in school? [APRIL 1988-MARCH 1989]

LIVWITH	FATHER/MALE GUARDIAN	1	[SKIP TO QUESTION 4.06a]
	MOTHER/FEMALE GUARDIAN	2	[SKIP TO QUESTION 4.06a]
	HALF WITH FATHER/MALE GUARDIAN AND HALF WITH MOTHER/FEMALE GUARDIAN (50-50)	3	[SKIP TO QUESTION 4.04b]
	NEITHER	4	[SKIP TO QUESTION 4.04b]
	DON'T KNOW	5	[SKIP TO QUESTION 4.04b]

IF 4.03a = -7 (REFUSED) AND 4.04a = -7 (REFUSED) THEN SKIP TO QUESTION 4.09a

4.04b Over the past year, which parent or guardian do you think has provided you with the most financial support?

MOSTSUPT	FATHER/MALE GUARDIAN	1	[SKIP TO QUESTION 4.06a]
	MOTHER/FEMALE GUARDIAN	2	[SKIP TO QUESTION 4.06a]
	EQUAL	3	[SKIP TO QUESTION 4.06a]
	DON'T KNOW		[SKIP TO QUESTION 4.06a]
	REFUSAL		[SKIP TO QUESTION 4.04c]

[ONLY ALLOW OPTION 4 IF RESPONDENT LIVES WITH NEITHER PARENT/GUARDIAN (4.04a = 4)]

	NEITHER PARENT/GUARDIAN PROVIDES SUPPORT	4	[SKIP TO QUESTION 4.04c]

HOME. 4.04c Who would you say provided the most support when you were last supported by a parent or guardian?
[APRIL 1988-MARCH 1989]

LASTSUPT
FATHER/MALE GUARDIAN .... 1 [SKIP TO QUESTION 4.06a]
MOTHER/FEMALE GUARDIAN .... 2 [SKIP TO QUESTION 4.06a]
BOTH PARENTS/GUARDIANS .... 3 [SKIP TO QUESTION 4.06a]
NEVER LIVED WITH PARENTS OR GUARDIANS
(FOSTER HOMES, ORPHANAGES, ETC.) .... 4 [SKIP TO QUESTION 4.09a]
DON'T KNOW/REFUSAL .... [SKIP TO QUESTION 4.09a]

4.05a Excluding any loans, how much money (have your parents/guardians/has your mother/female guardian/has your father/male guardian) contributed to your 1989-90 school expenses?

PARNTPAY $( ).00

4.05b How much money in loans have you received from your (parents/guardians/mother/female guardian/father/male guardian) for your 1989-90 school expenses?

LOANPAR $( ).00 [SKIP TO QUESTION 4.07a]

S4PROBE: Has either of your parents contributed or loaned you money toward your 1989-90 school year expenses?

S4_PROBE
YES 1
NO .... 2 [SKIP TO QUESTION 4.09a]

4.06a In answering the following questions, please include financial contributions from stepparents, if applicable, in the amounts you report.

Excluding any loans, how much money have your (mother/female guardian) and (father/male guardian) contributed to your 1989-90 school expenses?

MOMPAY
DADPAY
MOTHER/FEMALE GUARDIAN $( ).00 AND/OR FATHER/MALE GUARDIAN $( ).00

4.06b How much money in loans have you received from your (mother/female guardian) and (father/male guardian) for your 1989-90 school expenses?

MOMLOAN
DADLOAN
MOTHER/FEMALE GUARDIAN $( ).00 AND/OR FATHER/MALE GUARDIAN $( ).00

IF S4PROBE ^= -1, THEN SKIP TO QUESTION 4.09a
IF S4PROBE = -1, THEN SKIP TO QUESTION 4.08a

4.07a Since July 1, 1989 (have your parents/guardians/has your mother/female guardian/has your father/male guardian)...

a. helped pay for your automobile, such as loans, auto repairs, insurance, etc.?

HELPLOAN
YES 1
NO 2

b. provided you with some or all of your meals?

HELPFOOD
YES 1
NO 2

c. provided you with housing?

HELPHOUS
YES 1
NO 2

d. provided you with the use of charge card(s)?

HELPCART
YES 1
NO 2

HOME. e. provided you with clothing or other support?

HELPOTH
YES 1
NO 2

IF PARENTS OR GUARDIANS/MOTHER OR FEMALE GUARDIAN/FATHER OR MALE GUARDIAN PROVIDED NO SUPPORT (4.07a-e ^ = 1) THEN SKIP TO QUESTION 4.09a

4.07b How much do you think your (parents/guardians/mother/female guardian/father/male guardian) spent on this support since July 1, 1989?

FCONSUP $( ).00 [SKIP TO QUESTION 4.09a]

4.08a Since July 1, 1989 has your (mother/female guardian)
Now I need to ask about your (father/male guardian). Has he...

MOMAUTO
DADAUTO
a. Helped pay for your automobile, such as loans, auto repairs, insurance, etc.?

MOTHER/FEMALE GUARDIAN YES . 1 AND/OR FATHER/MALE GUARDIAN YES . 1
NO .. 2 NO .. 2

b. provided you with some or all of your meals?

MOMMEALS
DADMEALS
MOTHER/FEMALE GUARDIAN YES . 1 AND/OR FATHER/MALE GUARDIAN YES . 1
NO .. 2 NO .. 2

c. provided you with housing?

MOMHOUSE
DADHOUSE
MOTHER/FEMALE GUARDIAN YES . 1 AND/OR FATHER/MALE GUARDIAN YES . 1
NO .. 2 NO .. 2

d. provided you with the use of charge card(s)?

MOMCHRG
DADCHARG
MOTHER/FEMALE GUARDIAN YES . 1 AND/OR FATHER/MALE GUARDIAN YES . 1
NO .. 2 NO .. 2

e. provided you with clothing or other support?

MOMOTHER
DADOTHER
MOTHER/FEMALE GUARDIAN YES . 1 AND/OR FATHER/MALE GUARDIAN YES . 1
NO .. 2 NO .. 2

IF A PARENT OR GUARDIAN PROVIDED NO SUPPORT (4.08a-e ^ = 1) THEN SKIP QUESTION 4.08b FOR THAT PARENT OR GUARDIAN

4.08b How much do you think your (mother/female guardian) spent on this support since July 1, 1989?
How much do you think your (father/male guardian) spent on this support since July 1, 1989?

COSTMOM
COSTDAD
MOTHER/FEMALE GUARDIAN $( ).00 AND/OR FATHER/MALE GUARDIAN $( ).00

HOME. 4.09a Did you (or your parents/guardians/mother/female guardian/father/male guardian) use college prepayment or State-sponsored savings plans to pay for your 1989-90 school year expenses?

STSAVPLN
YES 1
NO 2

4.09b Did you (or your parents/guardians/mother/female guardian/father/male guardian) use U.S. Savings Bonds to pay for any part of your 1989-90 school year expenses?

SAVBONDS
YES 1
NO 2

4.10a Excluding loans, how much money have or will other relatives or friends (including your spouse's parents) contribute toward your 1989-90 school expenses?

FCONREL $(   ).00

4.10b How much money have or will you receive in loans from other relatives or friends (including your spouse's parents) to help pay for your 1989-90 school expenses?

LOANREL $(   ).00

DATA ELEMENTS

SECTION 5: EMPLOYMENT

ASK QUESTIONS 5.01 THRU 5.03 FOR EACH SCHOOL WHERE A TEACHING OR RESEARCH ASSISTANTSHIP WAS RECEIVED(3.11a = 1);
IF NO ASSISTANTSHIP WAS RECEIVED. THEN SKIP TO 5.04 BOX

The next few questions ask about the jobs you had since last July 1st, starting with your teaching or research asistantship.

SCHL
BEGMTHTA
BEGYRTA
ENDMTHTA
ENDYRTA

5.01 When did your teaching or research assistantship at (NAME OF SCHOOL) begin and end?

[IF CURRENT, ENTER EXPECTED END DATE]

BEGIN DATE	END DATE
( ) 19( )	( ) 19( )

5.02 Approximately how many hours a week (do/did) you work at your assistantship?

HRSWKTA ( ) HOURS

5.03 How much (do/did) you earn before withholdings from your assistantship?

[IF AMOUNT IS REFUSED OR UNKNOWN, SKIP UNIT]

ERNAMTTA
ERNUNIT

S( ).00 ( ) PER

HOUR	1
DAY	2
WEEK	3
MONTH	4
YEAR	5

5.04 BOX

ASK QUESTIONS 5.04 THRU 5.06 FOR EACH SCHOOL WHERE A COLLEGE WORK-STUDY PROGRAM WAS RECEIVED (3.07 = 1);
IF NO COLLEGE WORK-STUDY WAS RECEIVED, THEN SKIP TO QUESTION 5.07

The next few questions ask about the jobs you had since last July 1st, starting with your work-study jobs.

5.04 When did the job you received through College Work-Study program at (NAME OF SCHOOL) begin and end?

CWSMNTHB
CWSYEARB

[IF CURRENT, ENTER EXPECTED END DATE]

CWSMNTHE
CWSYEARE

BEGIN DATE	END DATE
( ) 19( )	( ) 19( )

5.05 Approximately how many hours a week (do/did) you work at your work-study job?

CWSHOURS ( ) HOURS

5.06 Before withholdings. how much (do/did) you typically earn at your work-study job?
[IF AMOUNT IS REFUSED OR UNKNOWN, SKIP UNIT]

CWSAMT $( ).00 ( )PER
CWSTUNIT

HOUR	1
DAY	2
WEEK	3
MONTH	4
YEAR	5

5.07 IF STUDENT HAS AN ASSISTANTSHIP OR WORK-STUDY, ASK:

Other than your (assistantship) (and/or) (work-study), have you worked for pay at any other jobs since July 1st?

IF STUDENT DID NOT HAVE AN ASSISTANTSHIP OR WORK-STUDY, ASK:

In the next few questions we ask about all the jobs you have had since July 1, 1989. Have you worked for pay since last July 1st?

HOME.WORK8990

YES	1	
NO	2	[SKIP 5.09 BOX]

JOBS: 5.08 JOB MATRIX:

Please tell me the jobs you have held since July 1, 1989.

JOBDUTY
INDUST1
WKBMTH
WKBDAY
WKBY8990
WKEMTH
WKEDAY
WKEY8990
EARNAMT
WORKUNIT
HRSWK

TITLE:______________________________
IND.:______________________________
BEG.: ( )( ) 19( ) END: ( )( ) 19( ) RATE: ( ).( ) PER: ( )
AVG. WKLY HRS.:( )

TITLE:______________________________
IND.:______________________________
BEG.: ( )( ) 19( ) END: ( )( ) 19( ) RATE: ( ).( ) PER: ( )
AVG. WKLY HRS.:( )

TITLE:______________________________
IND.:______________________________
BEG.: ( )( ) 19( ) END: ( )( ) 19( ) RATE: ( ).( ) PER: ( )
AVG. WKLY HRS.:( )

TITLE:______________________________
IND.:______________________________
BEG.: ( )( ) 19( ) END: ( )( ) 19( ) RATE: ( ).( ) PER: ( )
AVG. WKLY HRS.:( )

TITLE:______________________________
IND.:______________________________
BEG.: ( )( ) 19( ) END: ( )( ) 19( ) RATE: ( ).( ) PER: ( )
AVG. WKLY HRS.:( )

TITLE:______________________________
IND.:______________________________
BEG.: ( )( ) 19( ) END: ( )( ) 19( ) RATE: ( ).( ) PER: ( )
AVG. WKLY HRS.:( )

"PER": 1 = HOUR, 2 = DAY, 3 = WEEK, 4 = MONTH, 5 = YEAR
ESC\D = DELETE ENTIRE JOB, ESC\X = EXIT SCREEN

5.09 BOX

IF STUDENTS RECEIVED AN ASSISTANTSHIP (3.11a =1) OR IF STUDENT RECEIVED A WORK-STUDY PROGRAM (3.07 = 1) OR IF STUDENT HAS WORKED FOR PAY AT ANY JOB SINCE JULY 1, 1989 (5.07 = 1) THEN ASK QUESTION 5.09; OTHERWISE, SKIP TO QUESTION 5.11a

HOME. 5.09 Since July 1, 1989, how much money have you earned from (all) your job(s) including work-study and asistantships?

ANYINCOM $( ).00

5.10 Between now and the end of June 1990, how much money do you expect to make from any and all work? Please include any work-study and/or assistantships.

ESTINCOM $( ).00 [SKIP TO 5.12 BOX]

Note: Q5.08 - Jobs with overlapping dates will be reviewed with respondent. Eight jobs maximum allowed. If job is current, a zero will be entered in the end month.

Note: Q5.10 - Question 5.10 will not be asked during interviews conducted on or after June 30.

5.11a Though you haven't worked since July 1, 1989, did you work at any job between January 1, 1989 and June 30, 1989? Please include any work-study and/or assistantships.

ANYJOB
YES 1
NO .... 2 [SKIP TO 5.12 BOX]

5.11 b What was your total income from work during that period? Please include any work-study and/or assistantships?

ERNBEFOR $( ).00

5.12 BOX
IF STUDENT IS NOT MARRIED (4.01 ^ = 1) THEN SKIP TO 5.13 BOX

HOME. 5.12a What about your spouse? Did (he/she) work at any time during 1989?

SPOUSWRK
YES 1
NO .... 2 [SKIP TO 5.13 BOX]

5.12b What was (his/her) total income from work during 1989? Please do not include non-work income, such as interest or dividends.

SPSINCOM $( ).00

5.13 BOX

IF STUDENT DID NOT WORK AT ALL (3.11a ^ = 1 AND 3.07 ^ = 1 AND 5.07
^ = 1 AND 5.11a ^ = 1)
THEN SKIP TO QUESTION 5.14a

5.13 Now think about all of last year; that is, January through December of 1989. What was your total income from work including work-study and assistantships? Please do not include non-work income such as interest or dividends. (Please include the (5.11 AMT) you mentioned earlier.)

TOTERN $( ).00

5.14a The next couple of questions ask about your assets and debts as of December 31, 1989.

At the end of 1989, what were your (and your spouse's) total assets? In your estimate please include the fair market value of your home, farm, or business, as well as savings, cash, checking accounts, stocks and investments...

TOTASSET $( ).00

5.14b At the end of 1989, what was your (and your spouse's) total debt excluding education loans? In your estimate please include money owed on your house, other real estate, business, farm, etc.

TOTDEBT $( ).00

IF STUDENT IS NOT MARRIED (4.01 ^ = 1) THEN SKIP TO QUESTION 5.16a

The next few questions are about your (and your spouse's) employment in 1988.

HOME. 5.15a Did your spouse work at any time in 1988?

[IF NOT MARRIED IN 1988, ASK IF CURRENT SPOUSE WORKED IN 1988]

SPSWRK88
YES 1
NO .... 2 [SKIP TO QUESTION 5.16a]

5.15b What was your spouse's total income from work in 1988? Please do not include non-work income such as interest or dividends.

SPSINC88 $( ).00 [IF> = 0, SKIP TO QUESTION 5.16a]

SPSPRB88
Was it less than $12,000 1
at least $12,000 but less than $24,000 2
at least $24,000 but less than $30,000 3
at least $30,000 but less than $50,000 4
at least $50,000 but less than $75,000 5
at least $75,000 but less than $100,000 or 6
$100,000 or more? 7

5.16a Did you work at any time in 1988, including work-study jobs and teaching and research assistantships?

WORKIN88
YES 1
NO .... 2 [SKIP TO SECTION 6]

5.16b What was your total income from work during 1988 including work-study and assistantships? Please do not include non-work income such as interest or dividends?

INCOMN88 $( ).00 [IF> = 0, SKIP TO SECTION 6]

INCPRB88
Was it less than $12,000 1
at least $12,000 but less than $24,000 2
at least $24,000 but less than $30,000 3
at least $30,000 but less than $30,000 4
at least $30,000 but less than $75,000 5
at least $75,000 but less than $100,000 or 6
$100,000 or more? 7

DATA ELEMENTS

SECTION 6: EDUCATIONAL EXPECTATIONS/STUDENT CHARACTERISTICS

THE WORDING FOR THE FOLLOWING QUESTIONS WILL BE CHANGED TO "ACCORDING TO OUR RECORDS" IN CASES WHERE INFORMATION IS AVAILABLE FROM THE RECORD ABSTRACT AND CAN BE VERIFIED: QUESTIONS 6.06a, 6.06b, 6.08, 6.12, 6.14 AND 6.20

The next questions are about some of the decisions you have made or will make.

First, I'm going to read a list of statements that describe reasons why some students selected the school they chose to attend. As I read each one please tell me if the reason was very important, somewhat important, or not important to you in deciding upon the school you attended last fall.

HOME. RANDOM START

6.01a The school had a good reputation.

GD_REP
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

b. You obtained the financial aid you needed at the school.

FINAID
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

c. The school offered the course of study you wanted.

COURSOFF
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

d. Your parents or guardians wanted you to attend the school.

PARENT
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

e. Your parents attended the school.

PARNTATT
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

f. You had a better chance to get a job at the school.

BETTRJOB
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

9. Your tuition and other direct school expenses were less at the school than at other schools.

TUITLESS
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

HOME. h. Your other living costs at the school were less than at other schools.

COSTLIVE
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

i Your friends attended the school.

FRIENDAT
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

j. The school was close to your home.

SCHCLOSE
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

k. You could work while attending the school.

SCHLNWRK
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

l. You would live at home.

LIVEHOME
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

m. The school was far away from your home.

FARAWAY
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

n. The school had a good reputation for placing its graduates.

PLACEMNT
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

o. You could finish the course in a short period of time.

SHORTER
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

IF STUDENT IS NOT CURRENTLY ENROLLED, SKIP TO QUESTION 6.03

6.02 My next few questions ask about your future plans and your background.

SAMEPROG
One year from now, do you plan to be enrolled in the same program in which you are currently enrolled at (NAME OF SAMPLE SCHOOL)?

YES .... 1 [SKIP TO QUESTION 6.04a]
NO 2

6.03 One year from now do you plan to be...

ENROLLED
enrolled in another program at the undergraduate level 1
enrolled in a master's, doctoral, or professional program (M.D., LLB., etc.) or 2
not enrolled at any level? 3

HOME. 6.04a One year from now, do you intend to be working...

WORKPROG
in a job related to your current program 1
in a job not related to your current program 2
not working at all? .... 3 [SKIP TO QUESTION 6.05)

6.04b Will that be full-time or part-time?

WORKTIME
FULL-TIME 1
PART-TIME 2

6.05 What is the highest level of education you ever expect to complete?

OCCUPATIONAL, TRADE, TECHNICAL OR BUSINESS SCHOOL

EX_EDCDL
LESS THAN 1 YEAR 1
1 YEAR BUT LESS THAN 2 YEARS 2
2 YEARS OR MORE 3

COLLEGE OR UNIVERSITY

LESS THAN 2 YEARS OF COLLEGE 4
2 OR MORE YEARS OF COLLEGE (INCLUDING 2 YEAR DEGREE) 5
COMPLETE BACHELOR'S DEGREE (4-5 YEAR DEGREE) 6
MASTER'S DEGREE OR EQUIVALENT 7
Ph.D.. M.D., OR OTHER ADVANCED PROFESSIONAL DEGREE 8

NOTE: INFORMATION PERTAINING TO QUESTIONS 6.06a, 6.06b, 6.07 AND 6.08 WILL BE LOADED FROM THE RECORD ABSTRACT. IN CATI THE DATA WILL BE VERIFIED, AND IF NECESSARY, CORRECTED.

6.06a ASK IF NOT OBVIOUS: Are you...

SEX
male 1
female? 2

6.07a Are you...

RACE
RACEOS
White .... 1 [SKIP TO QUESTION 6.08]
Black .... 2 SKIP TO QUESTION 6.08]
American Indian or Alaskan Native 3
Asian or Pacific Islander, or .... 4 [SKIP TO QUESTION 6.10]
DON'T KNOW, REFUSAL .... [SKIP TO QUESTION 6.12]
OTHER? .... 91-> SPECIFY_________[SKIP TO QUESTION 6.08]

6.07b What is the name of your tribe?

TRIBE
________________ [SKIP TO QUESTION 6.12

6.08 Are you of Spanish/Hispanic origin?

SPANHISP
YES 1
NO .... 2 [SKIP TO QUESTION 6.12]

NOTE: Q6.06a - Loaded from Record Abstract #5 on front cover.

NOTE: Q6.07a - Loaded from Record Abstract B3 summary information.

NOTE: Q6.08- Loaded from Record Abstract B4 summary information.

HOME. 6.09 Are you...

SPANETH	Mexican, Mexican-American, Chicano	1	[SKIP TO QUESTION 6.12]
SPANOS	Cuban	2	[SKIP TO QUESTION 6.12]
	Puerto Rican or	3	[SKIP TO QUESTION 6.12]
	of other Spanish/Hispanic descent?	91->	SPECIFY: ____________[SKIP TO QUESTION 6.12]

6.10 Are you...

ASIANETH	Chinese	1	
ASIANOS	Filipino	2	
	Hawaiian	3	
	Japanese	4	
	Korean	5	
	Vietnamese	6	
	Asian Indian	7	
	Samoan	8	
	Guamanian or	9	
	Other Asian or Pacific Islander?	91->	SPECIFY: ______________

NOTE: INFORMATION PERTAINING TO QUESTIONS 6.12 AND 6.14 WILL BE LOADED FROM THE RECORD ABSTRACT. IN CATI THE DATA WILL BE VERIFIED, AND IF NECESSARY, CORRECTED.

6.12 Are you a United States citizen?

CITIZEN	YES	1	[SKIP TO QUESTION 6.14]
	NO	2	

6.13 As a non-citizen, are you eligible for Federal aid for your schooling?

ELIGNONC	YES	1	[SKIP TO QUESTION 6.20]
	NO	2	[SKIP TO QUESTION 6.20]

6.14 What is your state of legal residence?

HOMSTATE ________________

6.15 Are you currently serving in the Armed Forces of the United States?

ACTVDUTY	YES	1	[SKIP TO QUESTION 6.17]
	NO	2	

6.16 Are you a veteran of the United States Armed Forces?

VETERAN	YES	1	
	NO	2	[SKIP TO QUESTION 6.19 BOX]

6.17 In which branch (do/did) you serve?

SERVICE	ARMY	1
	NAVY	2
	MARINES	3
	AIR FORCE	4
	COAST GUARD	5
	NATIONAL GUARD	6

NOTE: Q6.12- Loaded from Record Abstract B5 summary information.

HOME. 6.18 Was that...

DUTY
active duty, or .... 1 [SKIP TO QUESTION 6.20]
reserves? .... 2 [SKIP TO QUESTION 6.20]

6.19 BOX

IF STUDENT IS NOT A VETERAN OF THE UNITED STATES ARMED FORCES (6.16 = 2) AND STUDENT'S AGE IS GREATER THAN 35, SKIP TO QUESTION 6.20

6.19 How likely is it that in the future you might serve in the United States Armed Forces? Would you say...

FUTRUSAF
definitely 1
probably 2
probably not or 3
definitely not? 4

NOTE: INFORMATION PERTAINING TO QUESTION 6.20 WILL BE LOADED FROM THE RECORD ABSTRACT. IN CATI THE DATA WILL BE VERIFIED, AND IF NECESSARY, CORRECTED.

6.20 Regarding your high school education, did you receive ....

HSGRAD
a diploma 1
a diploma through GED or equivalency test 2
a certificate of high school completion or 3
did you not complete high school or high school equivalent? .... 4 [SKIP TO QUESTION 6.24]

6.21 In what year did you receive your high school diploma or certificate?

HSGRADYY 19( )

IF STUDENT RECEIVED A HIGH SCHOOL DIPLOMA OR CERTIFICATE IN 1989, SKIP TO QUESTION 6.24

6.22a Prior to July 1, 1989, were you working toward a certificate, diploma, or other award at any postsecondary institution other than (NAME OF SAMPLE SCHOOL)?

POSTSEC
YES 1
NO .... 2 [SKIP TO QUESTION 6.24]

6.22b When was the first time you enrolled in postsecondary education?

EDSTARTM
EDSTARTY
MONTH ( ) YEAR19 ( )

6.23 Did you complete any bachelor's degree at any college or postsecondary institution prior to July 1, 1989?

BACHGRAD
YES 1
NO 2

NOTE: Q6.20- Loaded from Record Abstract B2 summary information.

HOME. 6.24 The next few questions are about any functional limitations, disabilities or handicaps you might have.

NOTE: IF RESPONDENT IMMEDIATELY ANSWERS "NO DISABILITIES" ENTER '9' IN QUESTION 6.24a AND SKIP TO QUESTION 6.25

a. Do you have a hearing impairment?

DEAFNESS
YES 1
NO 2

b. Do you have a speech disability or limitation?

SPEECH
YES 1
NO 2

c. Do you have an orthopedic or mobility limitation?

ORTNO
YES 1
NO 2

d. Do you have a specific learning disability?

LEARNDIS
YES 1
NO 2

e. Do you have any vision impairment that cannot be corrected with glasses, or are you legally blind?

VISUAL
YES 1
NO 2

f. Do you have any other limitations, disabilities or handicaps?

HEALTOTH
YES 1
NO 2

6.25 Have you ever performed volunteer or community service work other than court ordered?

COMMSERV
YES 1
NO .... 2 [SKIP TO SECTION 7]

6.26 Are you currently performing community service or volunteer work other than court ordered?

CURRCOMM
YES 1
NO .... 2 [SKIP TO QUESTION 6.31]

6.27 Is this service required by any of your classes?

MANDCURR
YES 1
NO 2

6.28 Approximately how many hours per week do you perform community service and/or volunteer work?

NUMHOURS
______ HOURS

6.29 Is any of this volunteer or community service related to your future career?

FUTRCARE
YES 1
NO 2

6.30 Have you performed any prior volunteer or community service?

PRIORSVC
YES 1
NO .... 2 [SKIP TO SECTION 7]

HOME.

6.31 Was any of your prior service required by any of your classes?

PSVCMAND

YES 1
NO 2

6.32 What were the total number of hours you spent performing community service and/or volunteer work?

PSVCHDUR ______ HOURS

6.33 Was any of this volunteer or community service work related to your future career?

FUTRCAR2

YES 1
NO 2

DATA ELEMENTS

SECTION 7: PARENTAL CHARACTERISTICS

QUESTIONS 7.01-7.02b ARE ASKED FOR EACH PARENT OR GUARDIAN, STARTING WITH THE REFERENT PARENT AS DETERMINED IN SECTION 4.

IF PARENTS OR GUARDIANS ARE MARRIED TO EACH OTHER, START WITH FATHER OR MALE GUARDIAN.

IF RESPONDENT IS SENSITIVE ABOUT A DECEASED PARENT (4.03b = 91,92), SKIP QUESTIONS 7.01 -7.02b FOR THAT PARENT OR GUARDIAN, OR IF BOTH ARE DECEASED (4.03b = 3,93) THEN SKIP TO SECTION 8.

IF NO REFERENT PARENT HAS BEEN DETERMINED (REFPAREN =4), SKIP TO SECTION 8.

HOME. 7.01 The next few questions are about your (parents/father/male guardian/mother/female guardian).

What kind of job or occupation does your (father/male guardian/mother/female guardian) have or did (he/she) have most recently?

[IF (FATHER/MALE GUARDIAN/MOTHER/FEMALE GUARDIAN) DOES NOT WORK, ENTER 99]
[IF RETIRED, ENTER PRINCIPAL OCCUPATION]

DADJOB
MOMJOB

FATHER ______________________ MOTHER ______________________

7.02 What is the highest grade or level of school that (father/male guardian/mother/female guardian) completed?

DADEDUC
MOMEDUC

FATHER ( ) MOTHER ( )

LESS THAN HIGH SCHOOL DIPLOMA	1	[SKIP TO QUESTION 7.03)
GED	2	[SKIP TO QUESTION 7.03]
HIGH SCHOOL GRADUATE	3	[SKIP TO QUESTION 7.03]
OCCUPATIONAL, TRADE, TECHNICAL, OR BUSINESS SCHOOL	4	
COLLEGE OR UNIVERSITY	5	[SKIP TO QUESTION 7.02b]

7.02a Was that . . .

DADTRADE
MQMTRADE

FATHER ( ) MOTHER ( )

less than 1 year	1	[SKIP TO QUESTION 7.03]
1 year but less than 2 years, or	2	[SKIP TO QUESTION 7.03]
2 years or more?	3	[SKIP TO QUESTION 7.03]

7.02b Was that . . .

DADUNIV
MOMUNIV

FATHER ( ) MOTHER ( )

less than 2 years	1
2 years or more (including 2 year degree)	2
completed bachelor's (4-5 year degree)	3
Master's degree or equivalent, or	4
Ph.D., M.D., or advanced professional degree?	5

NOTE: Q7.01 - Occupations should be entered without abbreviations. If parent is deceased and R is not sensitive, 7.01 will be past tense.

HOME. IF BOTH PARENTS OR GUARDIANS ARE REFERENT PARENTS (REFPAREN = 3) AND THE PARENTS OR GUARDIANS ARE DIVORCED (PARMARST = 2) OR PARMARST IS MISSING, THEN QUESTIONS 7.03-7.06 WILL BE ASKED OF EACH PARENT OR GUARDIAN SEPARATELY. OTHERWISE, THESE QUESTIONS WILL BE ASKED OF THE REFERENT PARENT ONLY.

7.03 What is your (parent's/father's/male guardian's/mother's/female guardian's) state of legal residence?

REFSTATE
DADSTATE
MOMSTATE

[IF LEGAL RESIDENT OF FOREIGN COUNTRY OTHER THAN MEXICO (ENTER 'MX') OR CANADA (ENTER 'CN'), ENTER 95]

____

7.04 In such studies as this, families are sometimes divided into groups according to how much money they make in a year. What is your estimate of your (parent's/father's/male guardian 's/mother's/female guardian's) total yearly income .... (includes household income)

PARINC89	In 1989 $( ).00 In 1988? $( ).00		PARINC88
DADTOT89			DADTOT88
MOMTOT89	Was it less than $12,000	1	MOMTOT88
	at least $12,000 but less than $24,000	2	
INCOMGRP	at least $24,000 but less than $30,000	3	INCGRP88
DADINC89	at least $30,000 but less than $50,000	4	DADINC88
MOMINC89	at least $50,000 but less than $75,000	5	MOMINC88
	at least $75,000 but less than $100,000, or	6	
	$100,000 or more?	7	

7.06 How many people have your (parent's/mother's/female guardian's/father's/male guardian's) household supported since July 1, 1989? Include anyone who received 50% or more of their support from your (parents/mother/female guardian/father/male guardian), your (parents/mother/female guardian/father/male guardian), and any other children or adults supported and yourself, if applicable.

[IF PARENT(S) DO NOT SUPPORT THEMSELVES, ENTER 0]

TOTSUPP
DADSUPP ( )
MOMSUPP

IF PARENT(S) DO NOT SUPPORT ANYONE (7.05 = 0) SKIP TO SECTION 8

7.06 Of the (#) individuals supported by your (parents/mother/female guardian/father/male guardian), how many were in a postsecondary school at least half-time in 1989-90? Include yourself, if applicable.

COLLSUPP
COLSUPPA ( )
COLSUPMA

BEST COPY AVAILABLE

DATA ELEMENTS

SECTION 8: FINANCIAL STATUS

IF STUDENT'S DATE OF BIRTH IS EARLIER THAN 01/01/66, OR IF NO REFERENT PARENT IS ESTABLISHED (REFPAREN = 4) OR IF DEPENDENCY HAS BEEN ESTABLISHED (B10 ON THE RECORD ABSTRACT = 1 OR 2), OR IF STUDENT IS A UNITED STATES VETERAN (6.16 = 1) THEN SKIP TO QUESTION 8.04b.

IF STUDENT IS > = 18 YEARS OLD, SKIP TO QUESTION 8.04a

HOME. 8.01 Are you a ward of the court?

WARDCORT	YES	1	[SKIP TO QUESTION 8.04b]
	NO	2	

8.04a Do you have legal dependents other than yourself (and your spouse)? Please include children and any other people who live with you and get more than half of their support from you, and who will continue to receive that support during the 1989-90 school year.

LEGALDEP	YES	1	[SKIP TO QUESTION 8.04b]
	NO	2	

8.02 Did your (parents/guardians/mother/female guardian/father/male guardian) claim you as an income tax exemption in...

[ENTER 1 = YES, 2 = NO]

RTAXEX87	a.	1987?	( )
RTAXEX88	b.	1988?	( )
RTAXEX89	c.	1989?	( )

IF REFERENT PARENT CLAIMED STUDENT AS AN EXEMPTION IN 1987 (8.02a = 1) AND IN 1988 (8.02b = 1) THEN SKIP TO QUESTION 8.04b

8.03 Not including parental support, did you have total annual resources, including income, of $4,000 or more in...

[ENTER 1 = YES, 2 = NO]

INCOME85	a.	1985?	( )
INCOME86	b.	1986?	( )
INCOME87	c.	1987?	( )
INCOME88	d.	1988?	( )

HOME. IF STUDENT HAS NO LEGAL DEPENDENTS (8.04a = 2) AND WAS CLAIMED AS A TAX EXEMPTION ON PARENT'S OR GUARDIAN'S 1989 FORMS (8.02c = 1) OR STUDENT IS NOT MARRIED (4.01 ^ = 1) AND HAS NO LEGAL DEPENDENTS (8.04a = 2) AND WAS NOT CLAIMED AS A TAX EXEMPTION ON PARENT'S OR GUARDIAN'S 1989 FORMS (8.02c = 2) THEN SKIP TO QUESTION 8.05

8.04b How many people will you (and your spouse) support between July 1,1989 and June 30,1990? Please include yourself, (your spouse), and your (and your spouse's) children who receive more than half of their support from you. Also include any other people who now live with you, receive more than half of their support from you, and will continue to get this support between July 1,1989 and June 30,1990.

RDEPENDS ( )

IF NO DEPENDENTS OR IF ONLY ONE DEPENDENT OR IF THE NUMBER OF DEPENDENTS IS MISSING (8.04b = 0,1, -7,-8) THEN SKIP TO 8.05 BOX

8.04c Of these dependents, are any in college or another postsecondary school at least half time?

ANYINCOLL	YES	1	-> d. How many? ( )
NUMINCOL	NO	2	

8.04e Are any in private elementary or secondary school?

ANYINPRV	YES	1	-> f. How many? ( )
NUMINPRV	NO	2	[SKIP TO 8.05 BOX]

8.04g What is the total amount of tuition paid per year for these private elementary or secondary school(s)?

TUITPRVT $( ).00

8.05 BOX

IF STUDENT WAS AWARDED A PELL GRANT, A STAFFORD LOAN OR A PERKINS LOAN WHILE ATTENDING THE SAMPLE SCHOOL, SKIP TO SECTION 9

8.05 What is your estimate of your (and your spouse's) 1988 total income from all sources? Please include the (AMOUNT) you (and your spouse) earned from work during 1988.

ALUNCOM $( ).00 [IF> = 0, SKIP TO QUESTION 8.06]

Would you estimate your (and your spouse's) 1988 total income from all sources to be...

ALLINCGP	less than $12,000	1
	at least $12,000 but less than $24,000	2
	at least $24,000 but less than $30,000	3
	at least $30,000 but less than $50,000	4
	at least $50,000 but less than $75,000	5
	at least $75,000 but less than $100,000 or	6
	$100,000 or more?	7

8.06 When your (and your spouse's) federal income tax was filed for 1988, which form was filed...

FORMUSED	1040EZ	1	
	1040A, or	2	
	1040?	3	
	NO FORM WAS FILED FOR 1988	99	[SKIP TO QUESTION 8.10]

HOME. 8.07 On your 1988 tax return, which was filed last year by April 1989, what were your (and your spouse's)...

a. 1988 total number of exemptions?

TOTEXEMP ( )

b. 1988 adjusted gross income?

ADJGRINC $( ).00 IF GREATER THAN 0, ASK:

Does this include taxable financial assistance from an employer?

EMPASST YES ..... 1-> how much? $( ).00
AMTASST NO 2

8.08 On your 1988 Federal tax return, what were your (and your spouse's) . . .

IF STUDENT FILED A 1040A OR 1040EZ FORM FOR 1988 (8.06 = 1,2), SKIP TO QUESTION 8.08b)

a. 1988 total itemized deductions?

DEDUCT88 $( ).00

b. total 1988 income tax?

INCTAX88 $( ).00

IF STUDENT FILED A 1040EZ (8.06 = 1), SKIP TO QUESTION 8.10

8.09 What was your (and your spouse's) total of all adjustments to income in 1988?

TOTALADJ $( ).00

NOTE: Q8.07b - If student does not know exact dollar amount, interviewers will accept to the nearest $1,000.

NOTE: Q8.08a - If student does not know exact dollar amount, interviewers will accept to the nearest $1,000.

NOTE: Q8.08b - If student does not know exact dollar amount, interviewers will accept to the nearest $1,000.

NOTE: Q8.09 - If student does not know exact dollar amount, interviewers will accept to the nearest $1,000.

HOME. 8.10 Did you (and your spouse) receive any untaxed income or benefits in 1988 from ...

a. Social Security?

ANYSOSEC YES .... 1 -> $(   ).00
SOCSEC88 NO 2

b. Aid to Families with Dependent Children (AFDC or ADC)?

ANYAFDC YES .... 1 -> $(   ).00
AFDC88 NO 2

c. child support received for all children?

CHLDSUPT YES .... 1-> $(   ).00
KIDSUP88 NO 2

d. any other untaxed income and benefits, including food stamps?

UNTAXINC YES .... 1 -> $(   ).00
OTHINC88 NO 2

8.11 How much in medical or dental expenses not covered by insurance did you (and your spouse) pay in 1988?

MEDEXP88 $(   ).00

8.12 As of last May, that is May 1989, what was the total worth of your (and your spouse's)...

				IF GREATER THAN 0, ASK: How much was still owed as of May 1989?
ASETCASH	a.	cash, savings, and checking accounts?	$( ).00	
ASETHOME OWEHOME	b.	Home? [IF RENTING OR IF NOT A HOMEOWNER, ENTER 0]	$( ).00	$( ).00
ASETINVT OWEINVT	c.	other real estate and investments? [IF NONE, ENTER 0]	$( ).00	$( ).00
ASETBUSI OWEBUSI	d.	business, not including a farm? [IF NONE, ENTER 0]	$( ).00	$( ).00
ASETFARM OWEFARM	e.	farm? [IF NONE, ENTER 0]	$( ).00	$( ).00

NOTE: Q8.10 - If student does not know exact dollar amount, interviewers will accept to the newest $1,000.

NOTE: Q8.11 - If student does not know exact dollar amount, interviewers will accept to the newest $1,000.

NOTE: Q8.12 - If student does not know exact dollar amount, interviewers will accept to the newest $1,000.

DATA ELEMENTS

SECTION 9: DEMOGRAPHICS

IF STUDENT IS A FIRST-TIME FIRST-YEAR STUDENT, ((6.21 = 89 OR 90) OR (2.01 = 2, AND 6.21 ^= 89 OR 90 AND 6.22a = 2)) THEN ASK QUESTIONS 9.01 THROUGH 9.21. ALL OTHER STUDENTS SHOULD SKIP TO SECTION 10.

LONG.

9.01 The next few questions ask about your decision to attend (NAME OF SAMPLE SCHOOL). First of all, to how many schools did you apply?

APPLNSH ( )

IF STUDENT ONLY APPLIED TO ONE SCHOOL (9.01 = 1), THEN SKIP TO QUESTION 9.04

9.02 To how many were you accepted?

ACCEPTAT ______

9.03 Was (NAME OF SAMPLE SCHOOL) your first choice?

CHOICE
YES 1
NO 2

9.04 Was financial aid important in your decision to attend (NAME OF SAMPLE SCHOOL)?

OFERDFA1
YES 1
NO 2

9.O5a [IF 24 YEARS OR LESS (6.06b > 01/01/66) OR AGE IS MISSING, ASK:]

Which of the following did you or your family have in your home while you were in high school?

9.05b [IF 25 YEARS OF OLDER (6.06b <- 01/01/66), ASK:]

Which of the following did you have in your home when you started postsecondary education?

a. A specific place for study?

STUDYPL
YES 1
NO 2

b. A daily newspaper

DALYNEWS
YES 1
NO 2

c. An encyclopedia or other reference books?

REFBOOKS
YES 1
NO 2

d. A typewriter?

TYPEWRIT
YES 1
NO 2

LONG. e. An electric dishwasher?

DISHWASH
YES 1
NO 2

f. Two or more cars or trucks that ran?

TWOCARS
YES 1
NO 2

g. More than 50 books?

BOOKS50
YES 1
NO 2

h. A room of your own?

OWNROOM
YES 1
NO 2

i. A pocket calculator?

CALCUL
YES 1
NO 2

j. A VCR?

VCR
YES 1
NO 2

k. A personal computer?

COMPUTER
YES 1
NO 2

IF STUDENT'S MOTHER/FEMALE GUARDIAN IS DECEASED (4.03b = 2, 3, 92, 93) OR REFERENT PARENT STATUS = 4, THEN SKIP TO QUESTION 9.07

9.06 Did your (mother or female guardian) usually work outside the house . . .

a. before you went to elementary school?

MWORKPS
YES 1
NO .... 2 [SKIP TO QUESTION 9.06b]
NO FEMALE GUARDIAN .... 0 [SKIP TO QUESTION 9.06b]

a1. Was that full-time or part-time?

MWORKPST
FULL - TIME 1
PART - TIME 2

b. When you were in elementary school?

MWORKEL
YES 1
NO .... 2 [SKIP TO QUESTION 9.06c]
NO FEMALE GUARDIAN .... 0 [SKIP TO QUESTION 9.06c]

b 1. Was that full-time or part-time?

MWORKELT
FULL - TIME 1
PART - TIME 2

LONG. c. When you were in high school?

MWORKHS	YES	1	
	NO	2	[SKIP TO QUESTION 9.07]
	NO FEMALE GUARDIAN	0	[SKIP TO QUESTION 9.07]

c1. Was that full -time or part -time?

MWORKHST	FULL-TIME	1
	PART-TIME	2

9.07 Since July 1, 1989 have you taken or are you taking hours of remedial instruction to improve your skills in...

a. reading?

REMREAD	YES	1	-> ( ) HOURS
	NO	2	

b. writing?

REMWRITE	YES	1	-> ( ) HOURS
	NO	2	

c. mathematics?

REMMATH	YES	1	-> ( ) HOURS
	NO	2	

d. study skills?

REMSTSK	YES	1	-> ( ) HOURS
	NO	2	

9.08 The next question is about religion and pertains to fundamental freedoms of expression. If you have any reservations about answering it, please remember you may choose not to answer it.

What is your religious background?

	BAPTIST	1
	METHODIST	2
RELIGION	LUTHERAN	3
	PRESBYTERIAN	4
	EPISCOPALIAN	5
	CATHOLIC	6
	JEWISH	7
	OTHER RELIGION	8
	NONE	9

9.11 What job or occupation do you expect to have five years from now?
[PROBE FOR BEST GUESS]

FUTOCCUP ______________________________

RANDOM START

9.12 Are the following factors very important, somewhat important, or not important in determining the kind of work you plan to be doing for most of your life?

a. Previous work experience in the area..

FACTORA	VERY IMPORTANT	1
	SOMEWHAT IMPORTANT	2
	NOT IMPORTANT	3

LONG. b. Good income to start or within a few years.

FACTOR B
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

c. Job security and permanence.

FACTDRC
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

d. Work that seems important and interesting to me.

FACTORD
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

e. Freedom to make my own decisions.

FACTORE
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

f. Meeting and working with friendly people.

FACTOR F
VERY IMPORTANT 1
SOMEWHAT IMPORTANT 2
NOT IMPORTANT 3

9.13 Compared with the average person of your age would you rate yourself as above average, average, or below average in each of these areas.

RANDOM START

a. Academic ability?

COMPAREA
MOVE AVERAGE 1
AVERAGE 2
BELOW AVERAGE 3

b. Artistic ability?

COMPAREB
ABOVE AVERAGE 1
AVERAGE 2
BELOW AVERAGE 3

c. Drive to achieve?

COMPAREC
MOVE AVERAGE 1
AVERAGE 2
BELOW AVERAGE 3

d. Emotional health?

COMPARED
ABOVE AVERAGE 1
AVERAGE 2
BELOW AVERAGE 3

e. Leadership ability?

COMPAREE
MOVE AVERAGE 1
AVERAGE 2
BELOW AVERAGE 3

LONG. f. Mathematical ability?

367

COMPAREF		ABOVE AVERAGE	1
		AVERAGE	2
		BELOW AVERAGE	3
	9.	Physical health?	
CQMPAREG		ABOVE AVERAGE	1
		AVERAGE	2
		BELOW AVERAGE	3
	h.	Popularity?	
CQMPAREH		ABOVE AVERAGE	1
		AVERAGE	2
		BELOW AVERAGE	3
	i.	Intellectual self-confidence?	
CDMPAREI		ABOVE AVERAGE	1
		AVERAGE	2
		BELOW AVERAGE	3
	j.	Social self-confidence?	
COMPAREJ		ABOVE AVERAGE	1
		AVERAGE	2
		BELOW AVERAGE	3
	k.	Writing ability?	
COMPAREK		ABOVE AVERAGE	1
		AVERAGE	2
		BELOW AVERAGE	3
	l.	Mechanical or technical ability?	
COMPAREL		ABOVE AVERAGE	1
		AVERAGE	2
		BELOW AVERAGE	3

9.15 As I read the following statements, please tell me the importance of the statement to you personally.

RANDOM START

	a.	Becoming an authority in your field.	
BECMAUTH		VERY IMPORTANT	1
		SOMEWHAT IMPORTANT	2
		NOT IMPORTANT	3
	b.	Influencing the political structure.	
POLSTRUC		VERY IMPORTANT	1
		SOMEWHAT IMPORTANT	2
		NOT IMPORTANT	3
	c.	Being very well off financially.	
WELLOFF		VERY IMPORTANT	1
		SOMEWHAT IMPORTANT	2
		NOT IMPORTANT	3

LONG.

d. Becoming successful in a business of your own.

OWNBUSIN

VERY IMPORTANT	1
SOMEWHAT IMPORTANT	2
NOT IMPORTANT	3

e. Being successful in your line of work.

SUCCESS

VERY IMPORTANT	1
SOMEWHAT IMPORTANT	2
NOT IMPORTANT	3

f. Being able to find steady work.

FINDWORK

VERY IMPORTANT	1
SOMEWHAT IMPORTANT	2
NOT IMPORTANT	3

g. Being a leader in your community.

LEADCOMM

VERY IMPORTANT	1
SOMEWHAT IMPORTANT	2
NOT IMPORTANT	3

h. Living close to parents and relatives.

LIVCLOSE

VERY IMPORTANT	1
SOMEWHAT IMPORTANT	2
NOT IMPORTANT	3

i. Getting away from the area of the country in which you grew up.

GETAWAY

VERY IMPORTANT	1
SOMEWHAT IMPORTANT	2
NOT IMPORTANT	3

j. Having leisure time to enjoy your own interests.

LEISURE

VERY IMPORTANT	1
SOMEWHAT IMPORTANT	2
NOT IMPORTANT	3

k. Having children.

HAVEKIDS

VERY IMPORTANT	1
SOMEWHAT IMPORTANT	2
NOT IMPORTANT	3

l. Being able to give your children better opportunities than you've had.

GIVEKIDS

VERY IMPORTANT	1
SOMEWHAT IMPORTANT	2
NOT IMPORTANT	3

9.17 How often did you do each of the following during the (SAMPLE TERM)? Would you say never, once, sometimes or often?

RANDOM START

a. Talked with faculty about academic matters outside of class time?

TALKFAC

NEVER	1
ONCE	2
SOMETIMES	3
OFTEN	4

LONG.

b. Met with your advisor concerning your academic plans?

TALKADVI

NEVER 1
ONCE 2
SOMETIMES 3
OFTEN 4

c. Had informal or social contacts with your advisor or other faculty members outside of classrooms/offices?

CONTACT

NEVER 1
ONCE 2
SOMETIMES 3
OFTEN 4

d. Participated in study groups with other students outside of the classroom?

STUDYGRP

NEVER 1
ONCE 2
SOMETIMES 3
OFTEN 4

e. Went places with friends from the school such as concerts, movies, restaurants, sporting events, etc.?

GOPLACES

NEVER 1
ONCE 2
SOMETIMES 3
OFTEN 4

f. Participated in one or more student assistance centers or programs (e.g., counseling programs, learning skills center, minority student services, health services)?

CENTERS

NEVER 1
ONCE 2
SOMETIMES 3
OFTEN 4

g. Participated in school clubs (e.g., student government, religious clubs, service activities)?

CLUBS

NEVER 1
ONCE 2
SOMETIMES 3
OFTEN 4

h. Attended career related lectures, conventions or field trips with friends?

ATLECTUR

NEVER 1
ONCE 2
SOMETIMES 3
OFTEN 4

i. Participated in and practiced with others for intramural or intercollegiate sports, music, drama, choir, etc.?

INTRAMRL

NEVER 1
ONCE 2
SOMETIMES 3
OFTEN 4

j. Been concerned about my safety while on campus?

UNSAFE

NEVER 1
ONCE 2
SOMETIMES 3
OFTEN 4

LONG. 9.18a The research staff will be getting in touch with you again to find out how your plans have worked out. To help us do so, we need information to help us find you. This information will be kept in strict confidence and will only be used for future survey purposes.

Please tell me the name, address and telephone number of a person (a relative if possible) who lives at an address different from yours, who will always know where to get in touch with you.

[IF NO PHONE, ENTER 999 IN AREA CODE]

FNAMELOC
MILOC
LNAMELOC ____________ FIRST NAME ____ INIT ____________ LAST NAME

IF FIRST NAME = REFUSED OR FIRST AND LAST NAME = DON'T KNOW, SKIP TO QUESTION 9.18c

ADDRSLOC ______________________________ STREET ADDRESS

CITYLOC
STATELOC
ZIPLOC ____________ CITY ____ STATE ________ ZIPCODE
AREALOC
EXCHLOC
LOCLLOC ( ) _____-______ PHONE NUMBER

9.18b What is this persons relationship to you?

RELATLOC
OTHERLOC

MOTHER/FEMALE GUARDIAN 1
FATHER/MALE GUARDIAN 2
SISTER/BROTHER 3
SPOUSE 4
OTHER RELATIVE 5
FRIEND 6
PARENTS 7
OTHER .... 91-> SPECIFY:______________________

9.18c Do your friends, neighbors or relatives know you by any name other than your legal name; for example maiden name or nickname?

OTHNAME YES 1 .... -> SPECIFY:______________________
OTHNAMSP NO 2

9.19 To assist us in locating you later, please tell me the state in which your driver's license was issued.

[ENTER 0 (ZERO) IF STUDENT DOES NOT HAVE A DRIVER'S LICENSE.]
[ENTER 95 IF STUDENT'S LICENSE WAS ISSUED IN A FOREIGN COUNTRY.]

DRVSTATE
FRNCNTRY STATE:________ ASK ONLY IF STATE=95: FOREIGN COUNTRY SPECIFIED:____________

May I have your driver's license number?

DRVLICEN NUMBER______________

9.20 We would like to verify your permanent address. Is it....

FFPRMADR ______________________________ STREET ADDRESS

FFPR MCTY
FFPRMST
FFPRMZIP ____________ CITY ________ STATE ____________ ZIP CODE

LOCA. 9.21 We would also like to verify your local address. Is it...

FFLCLADR

____
STREET ADDRESS

FFLCLCTY
FFLCLST
FFLCLZIP

________________ CITY
__________ STATE
____________ ZIPCODE

Note: Q9.21 - If student's local address is the same as the permanent address, the interviewer will be able to return through question 9.21.

DATA ELEMENTS

SECTION 10: LOCATING INFORMATION

LOCA.

STUDENT'S SOCIAL SECURITY NUMBER WILL BE LOADED IN FROM THE RECORD ABSTRACT IF AVAILABLE. IF NOT AVAILABLE, ASK QUESTION 10.01

10.01 What is your Social Security number please?

SOCSEC1
SOCSEC2
SOCSEC3

This number will be used to confirm information abstracted from institutional records. Giving us your Social Security number is completely voluntary, and there is no penalty for not disclosing it. It is needed so that any later information gets correctly matched with the same individual. We are authorized to ask these questions by Section 406 of the General Education Provisions Act (20 USC 122e-1).

______-_______-_________ [IF NO NUMBER ENTER 999-99-9999]

IF STUDENT IS <26 YEARS OLD AND WAS NOT SAMPLED AS A GRADUATE STUDENT AND REFPAREN ^ = 4 OR IF STUDENT IS A FIRST-TIME, FIRST-YEAR STUDENT AND IS < = 30 YEARS OF AGE AND REFPAREN ^ = 4, THEN ASK QUESTION 10.03 UNLESS PARENT LOCATING INFORMATION WAS OBTAINED IN SECTION 9 ((9.18b = 1 & REFPAREN=2,6) OR (9.18b =2 & REFRAREN = 1,5) OR (9.18b =7 & REFPAREN= 3)

10.03 We would also like to get some information from your (parents/guardians/mother/female guardian/father/male guardian) concerning (their/his/her) role in financing your education after high school. Please give me the name, address and telephone number of your (parents/guardians/mother/female guardian/father/male guardian).

FNAMEPAR [IF NO PHONE, ENTER 999 IN AREA CODE]

MNAMEPAR
LNAMEPAR

____________________ ______ _____________________
FIRST NAME INIT LAST NAME

IF FIRST NAME IS REFUSED OR FIRST AND LAST NAME IS NOT KNOWN, SKIP TO QUESTION 10.04

ADDRPAR
____
STREET ADDRESS

CITYPAR
STATE PAR
ZIPPAR
____________________________ ____________ ______________________
CITY STATE ZIP CODE

AREAPAR
EXCHPAR
LOCLPAR
( )____-________
PHONE

10.04 That completes our survey. Thank you for your assistance. Your participation will help make this survey a success.

Appendix D

Mailing Materials Used During Data Collection

BPS:90/94 Remail Cover Letter D-1
First Contact Letter Sent to Those Who Could Not Be Reached by Phone . . . D-2
Second Contact Letter Sent to Try to Gain Cooperation D-3
Letter Sent to Those Unwilling to Complete Interview by Phone D-4
Current Status Interview Sheet D-5
BPS:90/94 Interview Information Sheet D-6

BPS ***Beginning Postsecondary Students***

A Longitudinal Followup of the National Postsecondary Student Aid Study

[DATE]

[NAME]
[STREET ADDRESS]
[CITY, STATE ZIP]

Dear [NAME]:

Thank you for your inquiry about the Beginning Postsecondary Students Longitudinal Study (BPS) that we are conducting for the Department of Education. Let me reassure you that this study is quite important, since results will be used to determine how student participation in higher education can be better supported and encouraged.

Apparently you failed to receive our earlier correspondence, which I am enclosing with this letter. That correspondence included: (1) a letter from Emerson Elliott, the Acting Commissioner from the National Center for Education Statistics, (2) a prenotification letter sent in February, and (3) a study leaflet. These enclosures will tell you more about the study.

We will set up a callback to you in about 10 days, but please call us toll-free at 1-800-647-9647 and ask for Pat Flanagan to complete you interview sooner.

Thank you again for your inquiry and your continued participation in this study. Your responses are truly needed to make study results accurate and timely.

Sincerely,

Daniel Pratt
Project Director

Enclosures

DJP:kmb

BPS *Beginning Postsecondary Students*

A Longitudinal Followup of the National Postsecondary Student Aid Study

[DATE]

Dear BPS Participant:

We at Research Triangle Institute (RTI) and Abt Associates Inc. (AAI) have been trying to contact you concerning the *Beginning Postsecondary Students (BPS)* Longitudinal Study authorized by the National Center for Education Statistics of the U.S. Department of Education. Unfortunately, we have been unable to reach you at the telephone number(s) that you gave us in previous interviews. Since you may not have access to a telephone at this time and because your input is of great significance to the *BPS* study, we would like to take this opportunity to suggest several alternatives that may enable you to continue to take part in the study:

> 1) If you now have a home or work telephone number, please print your current telephone information on the enclosed interview information sheet, return it in the postage paid envelope, and an interviewer will call you.
>
> 2) If you would prefer that an interviewer call you at the home of a parent, other relative, or friend who has a telephone, please indicate the telephone number for that person in the spaces on the enclosed interview information sheet. Be sure to include the date(s) and times(s) that you can be contacted at the number.
>
> 3) Is a neighbor's phone or any public phone convenient? If so, you may place a toll-free call to Pat Flanagan at RTI Monday through Friday anytime between the hours of 8:30 AM and 11:00 PM Eastern time. You may also call on Saturday between 9:00 AM and 5:00 PM EDT or Sunday between 2:00 PM and 9:00 PM EDT. Select the most convenient time for you to complete the interview. The toll-free number is 1-800-647-9674.

The interview will take approximately 30 minutes to complete. We thank you for your past participation and look forward to your continuing help in this exciting and important study.

Sincerely

Kurt J. Veith
BPS Deputy Project Director, AAI

BPS *Beginning Postsecondary Students*

A Longitudinal Followup of the National Postsecondary Student Aid Study

[DATE]

[NAME]
[STREET ADDRESS]
[CITY, STATE ZIP]

Dear [NAME]:

Recently, Kurt Veith, Deputy Director of the *Beginning Postsecondary Students (BPS) Longitudinal Study*, sent you a letter asking for your participation in a 30 minute telephone interview as part of the BPS study. Since we've not yet heard from you, I would like to take this opportunity to again ask for your cooperation and participation in the telephone interview. Your input now is critical to the continued success of the BPS study.

So that we may have some indication of your current status, I have enclosed a Current Status Sheet for you to complete and return in the postage paid envelope. The questions on the sheet will only take you a minute to answer, and you'll be giving us some very important information about what you've been doing since we last talked to you.

To schedule your BPS interview, please also complete the Interview Information, on the back side of the Current Status questions, specifying the day(s) and time(s) you're available for an interview. Or if you prefer, you may call RTI directly, toll free, when it's most convenient for you. Interviewers are available from 8:30 AM to 11 PM EDT Monday through Friday, 9 AM to 5 PM EDT on Saturday, and 2 PM to 9 PM EDT on Sunday. The toll free number is 1-800-647-9674; ask to speak to a BPS interviewer. If you decide to call in for your interview, please fill out and return the Current Status Sheet, noting on back the date and time you expect to call us.

If for some reason you cannot take part in this 1994 BPS interview, please complete and return the Current Status Sheet anyway. We need to maintain accurate information on those who cannot participate in the interview this year.

Thank you for your time and continued participation in the BPS study.

Sincerely,

Daniel J. Pratt
BPS Project Director

Enclosures

BPS ***Beginning Postsecondary Students***

A Longitudinal Followup of the National Postsecondary Student Aid Study

[DATE]

[NAME]
[STREET ADDRESS]
[CITY, STATE ZIP]

Dear [NAME]:

Thank you for agreeing to answer a few questions for the Beginning Postsecondary Students (BPS) Longitudinal Study. I understand your reluctance to complete a telephone interview and appreciate your willingness to provide us limited information by mail.

I have enclosed a copy of the Current Status Sheet for you to complete. The questions on the sheet will only take you a minute to answer, but you'll be giving us some very important information about what you've been doing since we last talked to you. Your input now is critical to the continued success of the BPS study because it will allow us to maintain accurate information on those who cannot otherwise participate in the interview this year.

Should you change your mind about completing the telephone interview, you may fill out the Interview Information, on the back side of the Current Status questions, specifying the day(s) and time(s) you're available for an interview. Or if you prefer, call RTI directly, **toll free**, when it's most convenient for you to be interviewed. Interviewers are available from 8:30 AM to 11 PM EDT Monday through Friday, 9 AM to 5 PM EDT on Saturday, and 2 PM to 9 PM EDT on Sunday. The toll free number is 1-800-647-9674; ask to speak to a BPS interviewer. If you decide to call in for your interview, please still complete and return the Current Status Sheet.

We've enclosed a postage paid envelope for you to return your completed form. Again, thank you for your time and continued participation in the BPS study.

Sincerely,

Daniel J. Pratt
BPS Project Director

Enclosures

ID: ########

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL SURVEY
CURRENT STATUS

For each of the following questions, please circle the number corresponding to your answer.

1. In February 1994, were you enrolled in any postsecondary school?

<1> Yes
<2> No

2. Were you working for pay in February 1994?

<1> Yes
<2> No

3. Have you received a specific degree or other formal award (e.g., license, diploma, certificate) from any postsecondary institution?

<1> Yes
<2> No

If your answer to Question 3 is No, you may stop here, thank you for your cooperation. PLEASE remember to complete the interview information on the reverse side of this sheet.

4. What is your highest diploma or degree held?

<2> Less than 2-year vocational/occupational certificate or diploma
<3> Less than 2-year vocational/occupational license
<4> 2- or 3-year vocational/occupational degree or diploma
<5> 2- or 3-year associate's vocational/technical degree
<6> 2- or 3-year associate's academic degree
<7> 4- or 5-year bachelor's degree
<8> Post-baccalaureate certificate
<9> Master's degree or equivalent
<10> Post-master's certificate
<11> M.D., D.D.S., L.L.B., or other advanced professional degree (includes advanced degrees in chiropractic, optometry, osteopathy, podiatry, theology, veterinary medicine)
<12> Doctorate degree (e.g., Ph.D., Ed.D., D.B.A)

5. When did you receive the diploma or degree you indicated in Question 4?

__________/__________
Month Year

6. From what institution did you receive the diploma or degree you indicated in Question 4?

Name of Institution ______________________________
City ______________________ *State* ______________

Thank you for yur cooperation.
PLEASE remember to complete the interview information on the reverse side of this sheet.

BPS:90/94: INTERVIEW INFORMATION SHEET

If you have a home or work telephone number at which we could contact you, please enter it below:

Home phone: (____) _______ - ________

Work phone: (____) _______ - ________

OR

If you currently do not have a telephone at your home or place of work, but you can be reached at the home of a parent, other relative, or friend, please provide that phone number in the space below:

Other phone: (____) _______ - ________

Within the next two weeks, what dates and times do you expect to be available at the telephone number provided above?

Date(s): ________________________

Time(s): ________________________

OR

Call **1-800-647-9674** Monday through Friday between 8:30 AM and 11:00 PM Eastern time, Saturday between 9:00 AM and 5:00 PM, or Sunday between 2:00 PM and 9:00 PM. Select the time that is most convenient for you:

Date:_____/_____/94 Time:________________ am pm

Thank you for your cooperation and participation. This information is strictly confidential. PLEASE remember to complete the status information on the reverse side and return this page in the enclosed postage paid envelope.

Appendix E

Supplemental Analytic Results

Table E.1 -- Final Response Status of BPS:90/94 Reliability Reinterview

Category/Subcategory	Number	Percent of Total	Percent of Subtotal
Total Selected	201	100.0	NA
Refused When Selected	1	0.5	NA
Subtotal of Reinterview Cases	200	99.5	100.0
Final, Full Data	194	96.5	97.0
Final, No Data	6[a]	3.0	3.0
Unavailable for reinterview period	3	1.5	1.5
Could not be contacted	3	1.5	1.5

NOTE: Reinterview sample selected randomly from full-eligible respondents (upon completion) to yield 200 agreeing to participate in the reinterviews.

[a] Three cases were unavailable during the reinterview survey period, and three could not be recontacted.

BEST COPY AVAILABLE

Table E.2 -- Number of Total Calls Made to Full-Scale BPS:90/94 Sample Members by Level and Control of NPSAS:90 Institution

		Full CATI Sample[a]			Contacted Cases			Interviewed Cases[b]		
Level	**Control**	**Count**	**Mean**	**SD[c]**	**Count**	**Mean**	**SD[c]**	**Count**	**Mean**	**SD[c]**
Total	**Total**	7,709	16.9	17.2	7,132	16.2	16.4	6,786	15.3	15.3
	Public	3,156	16.7	16.9	2,946	16.1	16.2	2,808	15.3	15.3
	Private, not-for-profit	3,055	16.9	16.8	2,879	16.5	16.2	2,753	15.7	15.3
	Private, for-profit	1,498	17.2	18.4	1,307	15.9	17.1	1,225	14.5	15.3
Less than 2 Year	**Total**	1,268	16.8	17.8	1,107	15.5	16.4	1,043	14.7	15.5
	Public	237	13.6	14.2	218	12.6	13.3	208	12.2	13.2
	Private, not-for-profit	78	13.8	12.1	74	14.1	12.1	67	14.0	12.6
	Private, for-profit	953	17.8	18.9	815	16.4	17.4	768	15.4	16.2
2-3 Year	**Total**	1,897	16.9	17.8	1,729	15.9	16.6	1,626	14.8	15.3
	Public	966	17.4	18.1	880	16.3	16.8	833	15.6	16.2
	Private, not-for-profit	386	16.8	17.5	357	15.8	16.4	336	14.9	15.2
	Private, for-profit	545	16.1	17.5	492	15.1	16.6	457	13.1	13.6
4+ Year[d]	**Total**	4,544	16.9	16.7	4,296	16.5	16.2	4,117	15.7	15.2
	Public	1,953	16.8	16.6	1,848	16.4	16.2	1,767	15.5	15.0
	Private, not- for-profit	2,591	17.0	16.8	2,448	16.6	16.3	2,350	15.9	15.4

[a] Excludes 205 sample members not located in pre-CATI trace and not activated in CATI.

[b] Includes identified non-FTBs, partial interviews, and complete interviews.

[c] Standard deviation.

[d] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools were included at this level.

BEST COPY AVAILABLE

Table E.3 -- Number of Calls Made to Initiate Contact for BPS:90/94 Sample Members That Were Contacted, by Level and Control of NPSAS:90 School

			Locating Calls		
Level	Control	Number	MAX	AVG	SD
Total	Total	7,132	92	10.5	11.7
	Public	2,946	91	10.4	11.6
	Private, not-for profit	2,879	89	11.0	11.8
	Private, for-profit	1,307	92	9.6	11.8
Less than 2 Year	Total	1,107	92	9.0	11.1
	Public	218	89	8.3	10.0
	Private, not-for profit	74	44	7.9	9.2
	Private, for-profit	815	92	9.3	11.5
2-3 Year	Total	1,729	91	10.2	12.2
	Public	880	91	10.4	12.6
	Private, not-for profit	357	70	10.0	11.0
	Private, for-profit	492	76	10.0	12.2
4+ Years[a]	Total	4,296	89	11.0	11.7
	Public	1,848	81	10.6	11.3
	Private, not-for profit	2,448	89	11.2	11.9

NOTE: MAX=Maximum; AVG=Average; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs as well as those that do not; no private, for-profit schools included at this level.

Table E.4 -- Numbers of Calls Made to BPS:90/94 Sample Members That Completed Interview, by Level and Control of NPSAS:90 School

			Locating Calls			Total Calls		
Level	**Control**	**Number**	**MAX**	**AVG**	**SD**	**MAX**	**AVG**	**SD**
Total	Total	5,926	92	9.7	10.6	104	13.7	13.6
	Public	2,458	89	9.7	10.7	104	13.8	13.9
	Private, not-for profit	2,471	81	10.1	10.5	83	14.1	13.7
	Private, for-profit	997	92	8.4	10.2	92	12.4	12.8
Less than 2 Year	Total	831	92	8.3	10.2	92	12.7	13.4
	Public	177	89	8.2	10.2	89	12.0	13.3
	Private, not-for profit	47	29	7.5	7.2	59	12.1	12.3
	Private, for-profit	607	92	8.4	10.4	92	12.9	13.5
2-3 Year	Total	1,388	78	9.1	10.5	78	12.8	12.9
	Public	700	78	9.4	11.1	78	13.5	13.7
	Private, not-for profit	298	70	8.9	9.7	78	12.8	12.4
	Private, for-profit	390	75	8.6	9.9	75	11.6	11.8
4+ Year[a]	Total	3,707	81	10.2	10.6	104	14.3	13.9
	Public	1,581	80	9.9	10.5	104	14.2	14.0
	Private, not-for profit	2,126	81	10.4	10.7	83	14.3	13.9

NOTE: MAX=Maximum; AVG=Average; SD=Standard Deviation.

[a] Includes schools offering doctoral, first professional, and other graduate-level programs as well as those that do not; no private, for-profit schools included at this level.

Table E.5 -- Average Elapsed Minutes to Complete BPS:90/94 Full-Scale Interview by Level and Control of NPSAS:90 Institution

Level	Control	Number	Mean	SD[a]	Median
Total	Total	5,531	32.8	10.4	31.9
	Public	2,301	32.6	10.2	31.6
	Private, not-for-profit	2,293	35.1	10.3	34.3
	Private, for-profit	937	27.5	8.6	26.3
Less than 2 Year	Total	775	27.4	8.7	26.0
	Public	164	27.1	8.7	24.8
	Private, not-for-profit	44	28.7	12.6	26.1
	Private, for-profit	567	27.4	8.4	26.3
2-3 Year	Total	1,308	29.4	9.5	27.9
	Public	661	30.0	9.7	28.7
	Private, not-for-profit	277	30.3	9.6	29.1
	Private, for-profit	370	27.7	8.9	26.0
4+ Year[b]	Total	3,448	35.3	10.2	34.4
	Public	1,476	34.3	10.2	33.6
	Private, not-for-profit	1,972	35.9	10.1	35.0

NOTE: Includes all cases for whom a full-time interview was completed (in one or multiple sessions) and for whom complete timing data was available.

[a] Standard deviation.

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

BEST COPY AVAILABLE

Table E.6 -- Average Elapsed Minutes to Complete Section A (Introduction) of the BPS:90/94 Full-Scale Interview by Level and Control of NPSAS:90 Institution

Level	Control	Number	Mean	SD[a]	Median
Total	Total	6,362	1.3	1.0	1.0
	Public	2,640	1.3	1.0	1.0
	Private, not-for-profit	2,612	1.3	0.9	1.0
	Private, for-profit	1,110	1.5	1.1	1.1
Less than 2 Year	Total	935	1.5	1.1	1.1
	Public	186	1.3	1.0	1.0
	Private, not-for-profit	58	1.6	1.1	1.5
	Private, for-profit	691	1.5	1.2	1.1
2-3 Year	Total	1,506	1.4	1.0	1.0
	Public	766	1.4	1.1	1.0
	Private, not-for-profit	321	1.3	1.0	1.0
	Private, for-profit	419	1.4	1.1	1.0
4+ Year[b]	Total	3,921	1.3	1.0	1.0
	Public	1,688	1.3	1.0	1.0
	Private, not-for-profit	2,233	1.3	0.9	1.0

NOTE: Includes all cases for whom the section was completed (in one or multiple sessions) and for whom complete timing data was available.

[a] Standard deviation.

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

Table E.7 -- Average Elapsed Minutes to Complete Section B (Education Experiences) of the BPS:90/94 Full-Scale Interview by Level and Control of NPSAS:90 Institution

Level	Control	Number	Mean	SD[a]	Median
Total	Total	5,944	8.0	4.9	8.1
	Public	2,460	8.2	5.0	8.5
	Private, not-for-profit	2,461	9.2	4.6	9.0
	Private, for-profit	1,023	4.4	3.7	2.9
Less than 2 Year	Total	847	4.5	4.1	2.9
	Public	175	4.5	4.4	2.9
	Private, not-for-profit	49	5.5	6.4	3.1
	Private, for-profit	623	4.4	3.7	2.9
2-3 Year	Total	1,408	6.2	4.8	4.0
	Public	709	6.9	5.1	5.3
	Private, not-for-profit	299	7.1	4.7	6.2
	Private, for-profit	400	4.3	3.7	2.8
4+ Year[b]	Total	3,689	9.4	4.5	9.3
	Public	1,576	9.2	4.6	9.3
	Private, not-for-profit	2,113	9.6	4.4	9.3

NOTE: Includes all cases for whom the section was completed (in one or multiple sessions) and for whom complete timing data was available.

[a] Standard deviation.

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

Table E.8 -- Average Elapsed Minutes to Complete Section C (Employment Experiences) of the BPS:90/94 Full-Scale Interview by Level and Control of NPSAS:90 Institution

Level	Control	Number	Mean	SD[a]	Median
Total	Total	5,802	8.9	3.9	8.5
	Public	2,409	8.7	3.8	8.2
	Private, not-for-profit	2,416	9.3	3.9	8.8
	Private, for-profit	977	8.6	3.9	8.3
Less than 2 Year	Total	806	8.7	4.0	8.1
	Public	171	8.9	3.9	7.9
	Private, not-for-profit	45	8.9	4.4	7.8
	Private, for-profit	590	8.6	4.0	8.3
2-3 Year	Total	1,367	8.6	3.6	8.2
	Public	690	8.4	3.5	8.1
	Private, not-for-profit	290	8.7	3.4	8.4
	Private, for-profit	387	8.7	3.9	8.2
4+ Year[b]	Total	3,629	9.2	4.0	8.7
	Public	1,548	8.8	3.9	8.3
	Private, not-for-profit	2,081	9.4	4.0	8.9

NOTE: Includes all cases for whom the section was completed (in one or multiple sessions) and for whom complete timing data was available.

[a] Standard deviation.

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

Table E.9 -- Average Elapsed Minutes to Complete Section D (Other Education or Training) of the BPS:90/94 Full-Scale Interview by Level and Control of NPSAS:90 Institution

Level	Control	Number	Mean	SD[a]	Median
Total	Total	5,754	0.5	0.6	0.2
	Public	2,394	0.5	0.7	0.2
	Private, not-for-profit	2,395	0.5	0.7	0.2
	Private, for-profit	965	0.4	0.5	0.2
Less than 2 Year	Total	800	0.4	0.5	0.2
	Public	173	0.5	0.6	0.2
	Private, not-for-profit	45	0.4	0.5	0.2
	Private, for-profit	582	0.4	0.5	0.2
2-3 Year	Total	1,357	0.5	0.6	0.2
	Public	684	0.5	0.7	0.2
	Private, not-for-profit	290	0.5	0.6	0.2
	Private, for-profit	383	0.5	0.6	0.2
4+ Year[b]	Total	3,597	0.6	0.7	0.2
	Public	1,537	0.5	0.7	0.2
	Private, not-for-profit	2,060	0.6	0.7	0.2

NOTE: Includes all cases for whom the section was completed (in one or multiple sessions) and for whom complete timing data was available.

[a] Standard deviation.

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

Table E.10 -- **Average Elapsed Minutes to Complete Section E (Family & Demographics) of the BPS:90/94 Full-Scale Interview by Level and Control of NPSAS:90 Institution**

Level	Control	Number	Mean	SD[a]	Median
Total	Total	5,835	1.6	0.9	1.3
	Public	2,422	1.6	1.0	1.3
	Private, not-for-profit	2,434	1.4	0.7	1.2
	Private, for-profit	979	2.0	1.1	1.8
Less than 2 Year	Total	811	2.1	1.2	1.9
	Public	173	2.3	1.3	2.1
	Private, not-for-profit	46	2.1	0.9	2.0
	Private, for-profit	592	2.1	1.2	1.8
2-3 Year	Total	1,372	1.8	1.1	1.5
	Public	692	1.8	1.1	1.5
	Private, not-for-profit	293	1.6	0.8	1.3
	Private, for-profit	387	1.9	1.1	1.7
4+ Year[b]	Total	3,652	1.4	0.7	1.2
	Public	1,557	1.4	0.8	1.2
	Private, not-for-profit	2,095	1.3	0.7	1.1

NOTE: Includes all cases for whom the section was completed (in one or multiple sessions) and for whom complete timing data was available.

[a] Standard deviation.

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

Table E.11 -- Average Elapsed Minutes to Complete Section F (Education Financing) of the BPS:90/94 Full-Scale Interview by Level and Control by NPSAS:90 Institution

Level	Control	Number	Mean	SD[a]	Median
Total	Total	5,733	3.5	2.5	3.2
	Public	2,378	3.4	2.6	3.2
	Private, not-for-profit	2,397	4.1	2.5	3.8
	Private, for-profit	958	2.1	1.8	1.8
Less than 2 Year	Total	798	1.8	1.7	1.4
	Public	172	1.3	1.7	0.4
	Private, not-for-profit	45	1.8	2.4	1.0
	Private, for-profit	581	1.9	1.7	1.7
2-3 Year	Total	1,344	2.5	2.2	1.9
	Public	679	2.4	2.3	1.8
	Private, not-for-profit	288	2.7	2.3	2.1
	Private, for-profit	377	2.3	2.0	1.9
4+ Year[b]	Total	3,591	4.2	2.5	4.0
	Public	1,527	4.1	2.5	3.9
	Private, not-for-profit	2,064	4.3	2.4	4.1

NOTE: Includes all cases for whom the section was completed (in one or multiple sessions) and for whom complete timing data was available.

[a] Standard deviation.

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

BEST COPY AVAILABLE

Table E.12 -- Average Elapsed Minutes to Complete Section G (Financial Information) of the BPS:90/94 Full-Scale Interview by Level and Control of NPSAS:90 Institution

Level	Control	Number	Mean	SD[a]	Median
Total	Total	5,814	2.9	1.3	2.7
	Public	2,414	2.9	1.2	2.6
	Private, not-for-profit	2,424	2.8	1.2	2.5
	Private, for-profit	976	3.4	1.4	3.1
Less than 2 Year	Total	808	3.4	1.4	3.1
	Public	172	3.3	1.4	3.0
	Private, not-for-profit	46	3.1	1.2	2.8
	Private, for-profit	590	3.4	1.4	3.1
2-3 Year	Total	1,367	3.1	1.4	2.8
	Public	690	3.1	1.4	2.8
	Private, not-for-profit	291	3.0	1.3	2.8
	Private, for-profit	386	3.3	1.4	3.0
4+ Year[b]	Total	3,639	2.8	1.2	2.5
	Public	1,552	2.8	1.1	2.6
	Private, not-for-profit	2,087	2.7	1.2	2.5

NOTE: Includes all cases for whom the section was completed (in one or multiple sessions) and for whom complete timing data was available.

[a] Standard deviation.

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

Table E.13 -- Average Elapsed Minutes to Complete Section H (Graduate School Plans) for the BPS:90/94 Full-Scale Interview by Level and Control of NPSAS:90 Institution

Level	Control	Number	Mean	SD[a]	Median
Total	Total	5,822	0.6	1.2	0.3
	Public	2,425	0.5	1.0	0.3
	Private, not-for-profit	2,415	1.0	1.4	0.4
	Private, for-profit	982	0.0	0.2	0.0
Less than 2 Year	Total	815	0.0	0.1	0.0
	Public	174	0.0	0.0	0.0
	Private, not-for-profit	47	0.0	0.1	0.0
	Private, for-profit	594	0.0	0.1	0.0
2-3 Year	Total	1,373	0.2	0.5	0.0
	Public	693	0.2	0.6	0.0
	Private, not-for-profit	292	0.2	0.5	0.0
	Private, for-profit	388	0.0	0.3	0.0
4+ Year[b]	Total	3,634	0.9	1.4	0.4
	Public	1,558	0.7	1.2	0.4
	Private, not-for-profit	2,076	1.1	1.5	0.4

NOTE: Includes all cases for whom the section was completed (in one or multiple sessions) and for whom complete timing data was available. This includes times of zero for 2,481 cases where Section H was not applicable.

[a] Standard deviation.

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

Table E.14 -- Average Elapsed Minutes to Complete Section I (Public Service) of the BPS:90/94 Full-Scale Interview by Level and Control of NPSAS:90 Institution

Level	Control	Number	Mean	SD[a]	Median
Total	Total	5,761	1.5	0.8	1.2
	Public	2,389	1.5	0.8	1.1
	Private, not-for-profit	2,401	1.6	0.9	1.4
	Private, for-profit	971	1.2	0.7	1.0
Less than 2 Year	Total	803	1.2	0.6	1.0
	Public	169	1.3	0.6	1.1
	Private, not-for-profit	46	1.3	0.7	1.0
	Private, for-profit	588	1.2	0.6	1.0
2-3 Year	Total	1,355	1.4	0.7	1.1
	Public	684	1.4	0.8	1.1
	Private, not-for-profit	288	1.4	0.7	1.1
	Private, for-profit	383	1.3	0.7	1.1
4+ Year[b]	Total	3,603	1.6	0.8	1.3
	Public	1,536	1.5	0.8	1.2
	Private, not-for-profit	2,067	1.7	0.9	1.5

NOTE: Includes all cases for whom the section was completed (in one or multiple sessions) and for whom complete timing data was available.

[a] Standard deviation.

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

Table E.15 -- Average Elapsed Minutes to Complete Section J (Locator Information) of the BPS:90/94 Full-Scale Interview by Level and Control of NPSAS:90 Institution

Level	Control	Number	Mean	SD[a]	Median
Total	Total	5,817	4.2	1.4	4.0
	Public	2,417	4.1	1.3	3.9
	Private, not-for-profit	2,425	4.3	1.4	4.0
	Private, for-profit	975	4.1	1.5	3.9
Less than 2 Year	Total	807	4.1	1.6	3.9
	Public	171	4.0	1.4	3.8
	Private, not-for-profit	46	4.5	2.4	3.8
	Private, for-profit	590	4.1	1.6	3.9
2-3 Year	Total	1,369	4.1	1.4	3.9
	Public	692	4.1	1.3	3.9
	Private, not-for-profit	292	4.1	1.5	3.8
	Private, for-profit	385	4.1	1.5	3.8
4+ Year[b]	Total	3,641	4.2	1.4	4.0
	Public	1,554	4.1	1.3	3.9
	Private, not-for-profit	2,087	4.3	1.4	4.1

NOTE: Includes all cases for whom the section was completed (in one or multiple sessions) and for whom complete timing data was available.

[a] Standard deviation.

[b] Includes schools offering doctoral, first professional, and other graduate-level programs, as well as those that do not; no private, for-profit schools included at this level.

Table E.16 -- Average Elapsed Minutes for On-Line Coding

Type of Coding	Average Minutes[a]	Number of Repeats[a]			Average Minutes Per Repeat[b]				
		MIN	MAX	AVG	AVG	SD	Q1	Q2	Q3
Total	1.99	0	14	3.43	NA	NA	NA	NA	NA
Institution Coding (IPEDS)									
School Attended	0.20	0	5	0.28	0.74	0.67	0.37	0.50	0.81
Graduate Schools Applied To	0.06	0	2	0.10	0.56	0.55	0.30	0.41	0.58
Degree Granting (current status)[c]	NA	NA	NA	NA	0.86	0.92	0.33	0.47	0.85
Field of Study Coding									
Undergraduate Major	0.19	0	5	0.44	0.45	0.38	0.27	0.34	0.48
Graduate Major	0.02	0	2	0.06	0.43	0.31	0.25	0.33	0.48
Intended Graduate Major	0.06	0	2	0.16	0.36	0.33	0.22	0.29	0.37
Industry/Occupation Coding									
Combined Industry/Occupation	0.95	0	4	1.39	0.69	0.46	0.41	0.56	0.81
Occupation Only	0.04	0	2	0.06	0.76	0.39	0.52	0.66	0.91
Intended Occupation in Five Years	0.45	0	1	0.95	0.48	0.33	0.28	0.39	0.56

NOTE: MIN=Minimum; MAX=Maximum; AVG=Mean Value; SD=Standard Deviation; Q1=1st Quartile; Q2=2nd Quartile; Q3=3rd Quartile.

[a] Based on the 5,758 completed interviews having no breakoffs during on-line coding. Zero times, where coding was not implemented, are included. Each repeat represents one iteration of the given type of on-line coding.

[b] Based on all repeats for the given type of coding. No zero times are included.

[c] Asked only of those completing the current status interview, all of whom were partial respondents only.

Appendix F

Variables Used for Design Effects Tables in Chapter VII

Derived Variable Name	Categorical Grouping	Variable Descriptor
PERACUM	Persistence	Persistence and attainment — cumulative thru 1st degree
DEGALL	Degree, attained	Highest undergraduate degree
H_GENDR	Student	Gender-B94
BPSRACE	Student	Race-ethnicity
AGE8990	Student, age	Age when began at AY89-90 referent (NPSAS) inst.
SESPERC	SES 90	Socioeconomic status percentile-N90
INCOME	Income	Income and dependency level, AY89-90-N90
ATRS8990	Risk	Number of risk factors at AY89-90 referent (NPSAS) inst.
OFCO8990	Institution	Level and control, AY89-90 referent (NPSAS) inst.
AIDP8990	Aid package	Aid package at AY89-90 referent (NPSAS) inst.

ISBN 0-16-048649-1

90000

9 780160 486494

401

For sale by the U.S. Government Printing Office
Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
ISBN 0-16-048649-1

United States
Department of Education
Washington, DC 20208–5652

Official Business
Penalty for Private Use, $300

Postage and Fees Paid
U.S. Department of Education
Permit No. G–17

Fourth Class Special
Special Handling